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ABSTRACT

This handbook, prepared by and for counselors, is designed to serve as a guide for counselors in their everyday work. The main objectives of counseling are seen as assisting students to understand themselves and other students, assisting students to adjust to their school and make decisions, providing students with appropriate information, assisting teachers in understanding students and relating educational programs to them and assisting parents to understand their children and the school. The handbook clarifies the role of counselors and describes the specific functions they should engage in. Various techniques and procedures that counselors might need are presented; various tests appropriate at particular grades are discussed; referal procedures and resources agencies are listed; and special cases, such as dealing with exceptional children, are discussed. The handbook has a wide scope which is designed to be helpful for both elementary and secondary school counselors. (SE)

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Handbook for Counselors in Georgia Schools

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Guidance, Counseling and Testing Services
Division of Curriculum Development and Pupil Personnel Services
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334

Jack P. Nix
State Superintendent of Schools
1975

HANDBOOK for COUNSELORS

in

GEORGIA SCHOOLS

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FOREWORD

Numerous publications on various aspects of guidance have been helpful to those in the field, but these prior efforts are here compressed into a practical, workable and comprehensive manual for use by secondary school guidance personnel in Georgia.

Since many of the persons practicing as school counselors are in various stages of professional preparation and others are newly graduated, this type of guide is valuable in developing effective programs.

A feature of this manual is the loose-leaf form which lends itself to additions, deletions and revisions where necessary. In this way the manual can remain current and become a permanent fixture in every school guidance office in Georgia.

Another important chapter includes guidance program objectives which were written almost entirely by school counselors. Hopefully, this will be the most used part of the guide.

The objective of this handbook is not necessarily to formulate or change the guidance philosophies of those using it, but to help develop and improve skills and programs.

This handbook was prepared for Georgia counselors over a number of years by Georgia counselors willing to contribute time, effort and expertise to this project and to the counseling profession. The individuals compiling this material were selected on recommendations from guidance consultants serving their areas and on consideration of their experience and service to the profession.

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CHAPTER I

POSITION STATEMENT

This statement of policy section is not all-inclusive nor is it meant to be a dictum. It is a list of recommendations for use by counselors in explaining their roles to administrators, teachers or lay people. Some of the recommendations should necessarily be adapted to the individual situation.

Length of Day and Year

Since counselors, students and parents are often occupied during regular school hours it is difficult to arrange for vital conferences with those requesting assistance. Some provision should be made by the counselor for a longer school day so that these services can be provided either immediately after school or in the evening.

A number of important decisions and procedures requiring a guidance counselor should take place in the summer. Cumulative records should be reviewed to determine placement of students and activities planned with special groups such as potential dropouts and exceptional children. In-service meetings with teachers and parents should also be planned.

The increase each year in the number of students attending summer sessions points to the need for a counselor to assist students with the usual problems which arise in these sessions. The summer is most important to the guidance program in terms of evaluating the previous year's activities and for research invaluable to the guidance program and to the school in general.

With these considerations in mind it is recommended that provisions be made for employing counselors on a regular basis in the summer.

Administrative Responsibilities and Extra Duty

The role of the counselor in the school has also undergone change. As a result, counselors are sometimes assigned administrative, supervisory, disciplinary or clerical responsibilities which interfere with their proper role. This conglomeration of responsibilities has limited the maximum professional development of the counselor in the school. As a result, parents, teachers and students have been denied valuable professional assistance. Duties such as signing and approving absentee slips, prescribing and executing punishment, teacher assignments, transcript issuance and duties fully involving the counselor during break, lunch hours, homeroom period, etc. reduce the effectiveness of the counselor. Many of these jobs are either administrative or clerical in nature and

are not the responsibility of the counselor. Nonprofessional personnel, not counselors, should be used for clerical assignments.

Pupil/Counselor Ratios

In those secondary schools where counselors have not been assigned irrelevant duties it is recommended that a counselor-pupil ratio approaching 250-350 students per counselor be established. The Southern Association of Schools and Colleges recommends a ratio of one to 500 for secondary schools. The elementary school counselor should be assigned to only a single school.

Again, these recommendations apply to normal situations where special needs of students do not dictate or permit a larger or smaller ratio.

Clerical Assistance

It is the counselor's responsibility to present his program in such a way as to eliminate assigning to him activities which could be better handled by another staff member or a clerk. This can be accomplished by a careful preparation and presentation of plans for the year to the school administration along with expeditious completion of these plans. Moreover, no counselor should be without some form of clerical assistance of his own to handle correspondence, phone calls, duplicating and the like. One full-time student aide or clerk for every three counselors is recommended.

School Policies and Procedures

Counselors should take an active part in the total school program since they offer input as to students' needs, parents' wishes and future education and employment requirements. Counselors should be involved in forming school policies pertaining to curricular and extra-curricular offerings, class and activity schedules, disciplinary rules and in-service activities where relationships between the counselor, parent, student and the teacher are concerned.

The counselor has as much responsibility for discipline as any other school personnel but <u>not from a punitive standpoint</u>. Through individual counseling and group activities, the counselor helps to insure proper development of the individual. These positive activities are very supportive of discipline and help to eliminate the need for punitive actions.

Supervision of the Guidance Program

Every guidance program should be assigned to an individual certified in guidance and counseling who is responsible for the completion of budgetary matters. This qualified individual provides for proper facilities and working conditions and serves as liaison with the school faculty and school and system administrative offices.

Confidentiality

Although no legal rights of privileged communication exist for counselors, it is recommended that counselors continue to honor the right of confidentiality and that they prepare some type of statement concerning this right which can be adopted and supported by written policies of local school boards.

Salaries

Counselors and teachers should cooperate in all efforts to obtain at least a cost-of-living salary increase each year, since these raises usually come simultaneously to both. Counselors should also be heard on this point both individually and through professional organizations. The training required of a counselor should be considered in setting salary supplements and increments on state and local levels.

Supplements or extra compensation should be provided if counselors work during the summer or after regular school hours.

CHAPTER II

PHILOSOPHY AND OBJECTIVES

The school counselor is a school-based member of the pupil personnel services staff. As a pupil personnel specialist the counselor works primarily with children, helping them to greater understanding and acceptance of themselves and their environment. Children are thus helped to modify their environment and live more securely within it, even though it may be hostile.

The counselor is also involved with the environment which surrounds the child--particularly the teachers, curriculum and parents--and he may participate in the modification of these aspects of the child's environment.

Specific objectives and procedures of the guidance program are given in the following paragraphs.

Assisting students in self-understanding. Individual counseling is used to assist students in developing sound methods of self-appraisal which will serve them now and in the future.

Assisting students in decision making. Formulation of tentative plans based on utilization of student talents and interests is an integral part of any guidance and counseling program.

Assisting students in adjusting to school. Assembly programs, class discussions and student handbooks are designed to familiarize students with the school and its programs. Orientation programs are utilized for parents and students to explore the new school setting together.

Assisting student in understanding others. Individual and group counseling are useful in developing an understanding and respect of others and in building skills in interpersonal communications.

Providing appropriate information to students. Up-to-date and accurate information concerning personal, social, educational and vocational decisions will be provided students. This information will be located in the counseling office and in special sections of the library where student groups meet.

Assisting teachers in understanding students. Counselors will work with teachers and other school staff in determining needed information on each student for designing education programs. They will also assist in collecting this information and giving meaningful interpretation of it.

Assisting teachers in relating educational programs to students. Special efforts are made to assist teachers in adapting instructional programs to meet special needs and abilities of students. The counselor assists teachers in recognizing speical abilities or limitations of students through interpretation of standardized test scores.

Coordinating community resources available to teachers and students. The counselor serves as a coordinator for community resources for children and teachers in his school. He works with other pupil personnel staff in the development of a community resource handbook for teachers. He establishes a special file for his school containing the names of community resource agencies and the services each performs.

Assisting parents to understand children. Assistance to parents results in individual conferences in which the child's special concerns and needs are explained, so that the school and home provide coordinated efforts for solutions. Parents' group sessions concerning growth and developmental patterns of children are held.

Assisting parents to understand the school. Parental understanding of the school and its programs is sought through orientation meetings, handbooks and newsletters. Emphasis is placed upon the whole child rather than his academic development alone. Parents should view the school as an ally, not an opponent. The school's role in helping their children develop to fullest expectations and capabilities should be reinforced. The value of parents' contributions to the operation of the school and to what their children's performance cannot be overstated.

CHAPTER III

JOB DESCRIPTION

Orientation

Visit feeder school(s).

Talk with feeder school teachers.

Assist in the preparation of registration forms for feeder school students and familiarize teachers with these forms.

Prepare and present handbooks.

Initiate parent conferences.

Assist in student registration.

Organize and schedule orientation day; contact feeder schools.

Conduct assembly program for students and parents.

Plan tour of school facilities.

Set up information booth in school; use service organization members as guides.

Establish communication with parents, teachers and students.

Make contact with new faculty members.

Duplicate and distribute a map of the school to students.

Introduce new faculty members to student body.

Explain extra-curricular activities.

Explain guidance services at a PTA meeting.

Acquaint new faculty members with the school's guidance program.

Contact all new students through homeroom or personal interviews.

Information Service

Provide adequate and accessible files of up-to-date occupational information.

Keep on display current information on college and vocational-technical schools.

Cooperate with college night program activities; this would include working with representatives of vocational-technical schools and the various armed service academies.

Plan and carry out "career day" activities in the school.

Cooperate in the presentation of occupational guidance units in subject classes.

Disseminate information pertaining to appropriate secondary preparation for specific post-high school education and occupations through both small group discussions and individual interviews.

Disseminate pertinent information to juniors and seniors, such as college board dates and financial aid information through individual sessions or printed information sheets.

Make available filmstrips, booklets, tapes and records concerning present day personal-social problems of interest to high school students.

Make available pamphlets, filmstrips, etc. on such topics as drug abuse, smoking, sex education and interpersonal relationships.

Counseling

Conduct individual and group counseling. This will involve discussions of problems of a more abstract, personal nature such as interpresonal communications, alienation, building self-confidence.

Prepare for the counseling interview.

Set up appointments.

Record appropriate information on student's guidance record.

Follow up.

Appraisal Services

Collect essential information on all students through the use of questionnaires, autobiographies, interviews, case studies and conferences, anecdotal records, observations and other techniques.

Administer an adequate testing program which would include tests of ability, achievement and interests.

Provide students with the opportunity to participate in national testing programs such as CEEB, NEDT and NMSQT.

Provide additional individual testing when necessary.

Provide special testing to enrich the offerings of the curriculum.

Interpret essential information to teachers and administrators for use in improving curriculum and instruction.

Interpret collected data to students and parents.

Coordination

Hold planning meetings with guidance committee on a regular basis.

Become familiar with referral agencies and community resources.

Hold planning meetings with the principal on a regular basis concerning the guidance program.

Coordinate with other counselors on a regular basis.

Assist classroom teachers in planning guidance units.

Work with principals, teachers and administrators, on the program of academic and extra-curricular offerings based on knowledge of students' needs.

Coordinate tutorial services for students.

Follow-Up

Employ the use of the exit interview when possible.

Send graduates and early school leavers a brief questionnaire to be completed and returned.

Send home with a younger brother or sister a questionnaire to be completed by out-of-school brothers or sisters.

Employ the personal interview as well as questionnaire in obtaining follow-up.

Talk to the senior class in the spring to explain the procedures and purposes of follow-up.

Contact employers of school leavers.

Follow-up should take place over a three to five year period.

Placement

Participate in proper educational placement based on individual needs and capabilities.

Become familiar with educational opportunities in the community.

Become familiar with part-time and full-time job opportunities.

Conduct a community survey of jobs available in the school area.

Assume a responsibility for placement of school leavers in jobs.

Assist students in planning their course of study.

Make parents aware of any evaluations, personal or academic, so that they may have input as to the educational placement of their child.

Research and Evaluation

Utilize test results, attitudinal surveys and other pertinent information to

evaluate the effectiveness and relevance of the curriculum with respect to student and community needs;

determine the effect the school has on student attitudes;

determine the effect of teacher attitudes and methods on students and

evaluate the effectiveness of the total guidance program.

Survey student files regularly to determine academic progress and to point up problems.

Services to the School Staff

Conduct regular in-service meeting for faculty (using referral services, community agencies, etc.).

Be available for consultation with teachers.

Provide consulting services to the staff.

Coordinate and plan in-service activities on proper test administration and test interpretation.

Assist the teacher and administrators in curriculum development.

Arrange and participate in parent-teacher conferences.

Assist the teacher and principal in determining the causes of inappropriate student behavior.

Public Relations

Participate in programs of civic and community groups.

Submit articles for school and community publications.

Promote communications through news releases and radio and television materials.

Registration and Scheduling

The counselor should assist in determining the academic and social needs of each student and matching, as nearly as possible, these needs to the existing curriculum. Courses should be scheduled which are appropriate for the coming year and, if possible, for the student's remaining high school years. Upon written approval of the student's course of study by his parents, counselor responsibility for registration should end.

The counselor should become knowledgeable, to the extent possible, of the limitations and expectations of teachers and of the needs and abilities of students so that he might make suggestions as to proper academic placement when assisting students in planning courses of study.

CHAPTER IV

THE PUPIL PERSONNEL TEAM

The initiation of pupil personnel services in the schools resulted as a partial answer to some of the more pressing needs both in education and society. Changes reflected manifold challenges for the total education program. No one challenges the fact that group instruction is the core of any school program; however, it can no longer do the job alone. Programs of pupil personnel services have developed since the realization that every student is a unique person with unique problems and the methods for dealing with students as individuals must be provided.

School systems are accepting contributions pupil personnel services can make to a child, his parents, the school and the community. The thrust should now be toward coordinating and unifying efforts to achieve the common purpose of services to student, school, home and community. With such an approach, these services can make a significant contribution and have considerable impact on education.

It is readily recognized that these pupil personnel services derive from disciplines of specialized training. Specialists for each of the services are

Guidance services - school counselors;
Psychological services - school psychologists and psychometrists;
Social work - visiting teachers and school social workers;
Health services - nurses, physicians.

Since funds, personnel and facilities are often limited at the local system level, the pupil personnel services team usually consists of the counselor, the social worker and a school psychologist. The following chart shows some parallels and some contrasts between the responsibilities of each.

SCHOOL PSYCHOLOGY SERVICES

School psychology specialists may be certified at any of the three levels of training.

Masters - School Psychometrist (PM5)
Sixth Year - Associate School Psychologist (SP6)
Doctorate - School Psychologist (DD7)

Following is a brief description of the functions of the school psychologist and school psychometrist.

SCHOOL PSYCHOLOGY - SCHOOL COUNSELING - SCHOOL SOCIAL WORK

A CONTRAST IN OPERATIONS

	School Psychology	School Counseling	School Social Work
Clientele	the disturbed/poorly achieving child	all children, especially children in situational stress	all children, but especially the atypical child
Area of Concern	behavioral pathology and learning disorders	developmental problems and processes, also early detection of learning behavior disorders	enhancement of social functions, adequate use of school as a social institution, family dynamics
Mode of Operation	psycho-educational diagnosis	developmental assessment and evaluation	psycho-social diagnosis
Personality Traits of Major Interest	cognitive functions, perceptual processes, intra-psychic functioning, behavioral dynamics	aptitudes, abilities, interests, values, inter-social and educational functioning	social functioning, with particular reference to total process of education
Types of Measuring Devices Used	individual tests, clinical interpretive tests, projective tests, interviewing	group tests, paper and pencil instruments, objective tests, grades and records, interviewing	interviews and case records; dependent on other professionals for certain kinds of assessment
Most Frequently Used Assessment Instruments	WISC, Binet, CAT, TAT, Bender, ITPA, Peabody, WRAT	Cal. Test of M.M., Otis Kuhlman-Anderson, Kuder, DAT, WRAT, Slosson, Peabody, achievement tests, college board	interviews and observation (child, parents, teachers and agency personnel)
Method of Changing Behavior	prescriptive programing, environmental manipulation, behavioral modification, consultation, referral	individual and group counseling, informational services, consultation, referral, environment manipulation, behavioral modification	environmental manipulation, family involvement, provision of resources, consultation, referral, coordination of resources, individual casework, social planning

Evaluation and Assessment

School psychologists and psychometrists utilize psychological techniques and instruments to determine learning abilities and disabilities; assess behavioral and personality functioning; diagnose psychological-educational disorders; plan programs of remediation in collaboration with counselors, special education consultants and visiting teachers; and to determine the need for adaptations of services and programs which will assist in the social and educational development of children who are experiencing difficulties in school.

Consultation-Remediation

Either specialist may consult with and advise parents and teachers on analyses of problems of referred children. They may work with a view toward adapting the home and educational environment to accomodate the needs of children who are experiencing psychological, social or educational problems. Counseling may be offered either on a group or individual basis to children.

Liaison, Communication and Coordination

Offering information and case study data, the school psychologist/psychometrist works cooperatively with other pupil personnel specialists and with community agencies and professionals to secure needed services for troubled children.

Research and Program Development

The school psychologist may assist in designing and carrying out action-oriented research procedures to assess educational programs and practices. He may assist curriculum specialists and administrators in designing and implementing innovative educational procedures to improve the quality of learning environments for all children.

Administration and Teaching

The school psychologist will plan and develop a program of psychological services for school districts. He may design and operate staff professional development programs. He may assist the instructional staff in developing and implementing instructional methods and content designed to enhance the emotional and social development of children. As a school psychologist, he may advise the administration on problems and practices that affect children.

Because the school psychometrist, school psychologist and associate school psychologist are functioning at varying levels of training and individual competency it is necessary to differentiate their skills and responsibilities. The school psychometrist will confine himself mainly to the function of evaluation and assessment, giving his attention mainly to cognitive aptitudes and disabilities. He may give limited services in consultation and remediation. His responsibilities in the other categories of tasks listed above will be limited.

The associate school psychologist will function in all aspects of evaluation and assessment, including psychodynamics and personality. He will give extensive service through consultation and remediation. He may work actively in liaison, communications and coordination. He will probably give limited attention and time to research and program development and to administration and teaching.

The school psychologist will generally work with more complex cases in evaluation and assessment. He may give considerable attention to consultation and remediation and to liaison, communication and coordination. He probably will be quite actively involved in research and program development as well as administration and teaching.

During the 1970-71 school year 75 school psychologists, associate school psychologists and school psychometrists served a student population of about 700,000. These workers were employed by 103 school systems in the state. As the number of pupil personnel workers increased there should be an equivalent increase in the utilization by counselors and visiting teachers of their services. The need for a collaboration of efforts among all phases of pupil personnel work cannot be overemphasized.

The coordinator of school psychologist services in the Georgia Department of Education may be consulted regarding the provision of psychological services. Address inquiries to School Psychologist Services, Georgia Department of Education, 156 Trinity Avenue, Atlanta, Georgia 30303. Telephone 404-656-2589.

VISITING TEACHER SERVICES

Visiting teacher is the title in Georgia for a pupil personnel specialist who relates basically to the social service needs of school-age children. In other states the title may be school social worker or school social service worker. This specialist is trained in the disciplines of both education and social work. Along with other pupil personnel specialists, the visiting teacher seeks to make a more direct and meaningful relationship between the individual child and the educational process.

There are five basic areas of social services in the school.

Providing leadership and promoting positive attitudes toward regular school attendance on the part of teachers, students, parents and the community; creating a school climate that fosters good school attendance; discovering root causes for school attendance problems on both individual and school basis.

Providing the indirect service activities of consultation, supervision and information-sharing to administration, regular school staff, paraprofessionals and community agencies.

Providing the direct services of social casework and social group work to students and their families when psychosocial problems interfere with the learning process; providing a linkage between the school and community agencies for the purposes of referrals and resource development.

Serving as an effective team member for cooperative endeavors with other pupil personnel specialists, individual school staffs, community agencies and organizations and the social service team.

Working jointly with other school staff, particularly the pupil personnel team, to identify unmet needs of students and promoting positive changes in the school.

In the area of school attendance, visiting teachers have a legal responsibility for reporting to courts those students whose school attendance constitutes a problem. As a result, many school personnel associate only this activity with the role of the visiting teacher. Actually, school attendance is the responsibility of teachers, principals and counselors as well as visiting teachers. In fulfilling his particular part of the responsibility the visiting teacher's function is determining the multiple causative factors for attendance problems, working to alleviate them and referring for court action only those situations which cannot be helped by some other form of remediation. In understanding the causes of attendance problems the visiting teacher uses diagnostic skills of social work methods and, in attempting to deal with truancy uses casework, group work and community organization approaches.

The visiting teacher is equally concerned with other students. The essential objective is social work methods and skills to help students, individually and in groups, to relate more positively to the educative process and to help the school find better ways of meeting the educational needs of students.

Traditional practice of school social work has described the service of a casework service for students experiencing difficulty in the school setting and has focused on analysis of pathological elements within students or in their family environment. Newer and more constructive views of the service stress its responsibility for prevention of student difficulties and for enhancing the effectiveness of student functioning and school program.

Such a view takes cognizance of the fact that the origin of student problems may be found in the community environment, within the school itself, with the family or within the student. It therefore directs itself toward understanding the impact of each of these areas on the lives of students and particularly on their learning experiences.

A few school systems in Georgia still employ only attendance workers. Such workers are not required to meet any certification standards and must be paid entirely from local funds. Most school systems employ certified visiting teachers for which they may receive state funding. The minimum qualifications are the baccalaurete degree plus 15 quarter hours graduate training in visiting teacher courses for the provisional certification. Approximately 15 percent of Georgia's visiting teachers presently hold the Master of Social Work degree based on two years of graduate study.

Visiting teachers are hired at the school system level but assigned to work with individual schools. The present ratio of visiting teachers to students is approximately one to 5,000. Some systems have one worker for approximately 12,000 students. The recommended ratio is one worker for each 2,500 students enrolled.

Additional information is available from Visiting Teacher Services, Georgia Department of Education, 156 Trinity Ave., Atlanta, Ga. 30303. Telephone: Area Code 404, 656-2600.

SCHOOL HEALTH SERVICES

Although most schools have health services on a referral basis only, the school nursing service is a vital part of any pupil personnel services program concerned with the total health of students. As such, it strives to assist children in good health education through development of health consciousness, knowledge and practices for a high level of well-being in childhood and throughout life. The school nursing service aids the school in the education of its students by promoting good health and preventing illness within the school and by instilling a concern in the citizenry for an environment conducive to good health.

Some schools have an assigned nurse as a regular staff member. It is the responsibility of the nurse along with the school counselor to provide services at the building level to students, parents and teachers. When problems necessitate the services of system-level pupil personnel staff members, the counselor and nurse should work closely in providing a total picture of children being referred. Their efforts do not replace those of the teacher, but supplement them.

The Ohio Department of Education indicated in 1964 that a school nurse's duties may be enumerated according to the group to be served.

Students

Assist physician when examinations are conducted in the school.

At the request of the teacher, assess the health of specific students.

Recheck students with questionable vision and hearing defects.

Assist in the control of communicable diseases through inspection, exclusions and re-admissions.

Give emergency care.

Parents

Interpret findings of health screening tests.

Explain examination findings and assist in obtaining treatment and correction of defects and handicaps.

Encourage preventive practices such as immunizations.

Notify parents of serious outbreaks of communicable diseases.

Teachers and School Staff

Lend leadership in planning school health services.

Participate in programs to prevent accidents at school and promote a healthful school environment.

Assist in the care and education of physically handicapped students.

Assist in health instruction.

Maintain adequate health records on students and interpret these to school staff.

Community

Facilitate communication between the school and other health services in the community.

Coordinate school health services with community health forces.

Conduct classes and give demonstrations in first aid, care of the sick and preventive practices for communicable diseases.

THE PROGRAM FOR EXCEPTIONAL CHILDREN

Special education, with its specialists and services for training the mentally retarded, the visually, aurally or physically handicapped, the gifted and other exceptional children, is an area closely related to school guidance. Many school districts are now combining their special education facilities with pupil personnel services.

The following is an overview of the services offered by the Georgia Department of Education through the Program for Exceptional Children.

The program provides consultative educational programs for children who deviate so intellectually, physically, communicatively or emotionally that they cannot receive maximum benefit from participation in a regular school program. Because of their deviation, specially qualified teachers, supplementary materials and equipment, differentiated methods of teaching and other services are needed.

The basic responsibilities for establishing and administering special classes or units for exceptional children, however, rest with the local school board, the local school superintendent or his designee. Prior to the establishment of a class or unit, it is the responsibility of the local school system to contact the Department of Education for consultative services.

The State Board of Education has approved the formulation of regulations for establishing classes or units in mental retardation (educable and trainable), orthopedically and other health impaired and multi-handicapped, behavior disorders,

visually impaired, hearing impaired, speech impaired, hospital and home instruction, specific learning disabilities and gifted. Standards outlined herein must be met by the local school system to receive state funds.

The Georgia Department of Education supports the program by

Allotting state-approved teachers of exceptional children over and above the regular teacher allotment

Paying the local school system the same amount for maintenance and operation, sick leave, textbooks and library materials for each unit allotted for exceptional children as for regular classroom teachers.

Providing special funds for the purchase of braille and large print materials for the blind and partially sighted.

Allotting the same amount of funds per student for transportation as for other students in the system.

Providing, through school psychologists services, psychological evaluations of students who are being considered for special classes, where assessment is required.

Including the average daily attendance (ADA) of exceptional children in computing capital outlay allocations.

Responsibilities of the Program for Exceptional Children include

Formulation of regulations for programs in each area of exceptionality.

Formulation of administrative policies and procedures for the operation of the Governor's Honors Program.

Consultative services concerning the initiation, continuation and expansion of educational programs for the handicapped and the gifted.

Consultative services concerning programs for exceptional children under appropriate federal programs.

Consultative services concerning curriculum.

Approval of classes or units meeting applicable state standards.

Distribution and review of forms for reporting legally blind children in order for them to receive appropriate books and instructional materials through the Federal Quota Account.

Distribution of forms for reporting exceptional children enrolled in special programs; tablustion of data therefrom.

In-service teacher education programs.

Consultative service to aid systems with comprehensive planning.

Local School System Responsibilities - These regulations are designed to provide a quality program and violation can result in withdrawal of state funds for the following year. Exceptions must be approved in writing by the Georgia Department of Education

The establishment of an educational program for exceptional children is dependent upon certain requirements being met by the local school system.

A comprehensive plan to provide services for all exceptional children in the system, in accordance with mandatory legislation will be submitted (see "The Law"). Upon approval of the plan, the local system negotiates for services and funds in accordance with the comprehensive plan.

A professional school staff person will be appointed director/coordinator of the progtam for exceptional children and will be responsible for the supervision, administration and development of the program. The director/coordinator will be most effective if he has had appropriate preparation in special education, administration and special education, administration and supervision. (See action on director/coordinator.)

The approval of the local school board for one or more units is to be recorded in the official minutes of that body.

Teachers are to be employed for specific areas of exceptionality who meet state certification requirements or who receive temporary approval from the Program of Exceptional Children.

Adequate and appropriate housing is to be provided in regular school buildings where students, other than the trainable mentally retarded, may associate with their peers.

Adequate and appropriate equipment and materials will be provided by the participating system.

Necessary transportation of itinerant teachers must be provided.

Exceptional children are to be allowed to join in any regular class activity in which they can effectively participate.

A school day for children in special classes must be provided which is equal to the same number of hours as that of peers in regular grades, unless a shorter day is prescribed by a physician.

Forms required by the Program for Exceptional Children are to be submitted through the local director/coordinator. The following reports will be forwarded to each local school system for completion.

Initial report of all units in operation under state allocation, as requested;

Mid-year report of all units in operation under state allocation, as requested;

Total enrollment report by each teacher under state allocation, as requested;

Report, as requested, of the degree and certification status of each teacher under state allotment. When changes of teachers are made during the year, the director/coordinator will forward such information on the appropriate form within 10 days after the change has occurred.

Programs organized under all federal, state and local projects shall meet the standards of these regulations.

CHAPTER V

GUIDANCE SERVICES

Guidance services as discussed in this handbook will be considered in general terms since specific services may vary from school to school. Regardless of the size of the school or its location within the state these services must be predicated upon needs of individuals served by the school.

Guidance services to be considered will inclued counseling, testing, pupil placement, referral, record keeping and follow-up, research and evaluation.

Counseling

Counseling, individual and group, is the "heart" of any guidance program. According to a summary of a 1962 research project, Functions of Counselors in the Public Schools of Georgia, nearly 40 percent of the day was spent in counseling.

School counseling demands competence in a variety of psychological areas in the dimensions of educational, vocational and personal-social problems and in the area of consulting teachers and parents. Since counselor education programs in colleges and universities rightfully devote a large amount of time to counseling theory and practice, there will be no attempt here to enumerate or discuss prevailing theories and concepts. Counselors should never stop learning. There are many good articles and books available which update skills within the discipline. District meetings, state and national conferences are also a valuable source of information and in-service training.

The counselor should make every effort to provide the "time and place" for individual counseling, and for group counseling, dealing with problems, concerns and fears of a more personal nature such as feelings of inferiority and interpersonal communications, experienced within the school.

The Testing Program (State and Local)

Statewide Testing Program Schedule (subject to change)

Fourth Grade:
October - Iowa Tests of Basic Skills-Houghton-Mifflin Company

Eighth Grade:
October - Iowa Tests of Basic Skills-Houghton-Mifflin Company

Eleventh Grade:
October - Tests of Academic Progress-Houghton-Mifflin Company

Types of Statewide Tests and Their Limitations

Basic Skills

The emphasis in this type of tests is on measuring how well the student understands broad concepts included in all curricula, such as manipulating, classifying, tranalating and interpreting. These are necessary in using numbers and language effectively. Although effects of schooling cannot be separated entirely from what these tests meausre, these tests of skills are not effected to any great extent by course content material.

Achievement

While scores of students on these tests give some indication of accomplishment in each area, it should be noted that information from other sources such as cumulative guidance records is necessary for adequate interpretation. It should be recognized that students are being compared to norm groups at the same grade level and that a below average score does not mean that the individual knows less of the material than does the average student in that norm group. Neither does a better than average score indicate a grasp of higher level material. A high score merely indicates that an individual is able to answer correctly more of his own grade-level material than is the average student of the norm group.

Other Testing

Vocational Aptitude, College Entrance or Scholarships

In grades 10, 11 and 12 many students qualifying for college or other post-high school placement may elect to take certain batteries of tests. For most of these a fee is charged and the agency will reveal to the student his exact scores with some interpretation. Included are

Preliminary Scholastic Aptitude-National Merti Scholarship Examination (PSAT/NMSQT)
College Entrance Boards (SAT)
American College Testing Program (ACT)
General Aptitude Test Battery (GATB)

Local System Testing

Local systems may conduct systemwide testing in addition to the state program as deemed necessary. These extra tests should be administered to complement the state program. They may range in type from readiness tests to interest inventories and may be funded by the local system or by state funds in addition to that provided for the state program. These additional funds are frequently available through the Guidance and Counseling Unit, Georgia Department of Education, Atlanta.

General Tips On Testing

Standardized test results serve as one means for the better understanding and guiding of pupils' progress in school. Parents should be given information to help them appraise the abilities, performance and academic strengths and weaknesses of their children. These kinds of information, shared with pupils and parents, provide a foundation for sound educational and vocational planning.

Considering the general limitations of standardized tests, the following factors should be considered in the interpretation of tests results.

No test has perfect reliability; an individual should be considered as operating within a range which includes several points below and above his obtained score.

Scores at times may vary considerably from the previous pattern on similar tests. No individual scores should be interpreted in isolation.

No standardized achievement test can possibly measure all that is taught in a subject area; therefore, a test is valid only for those parts which coincide with the course of study.

Factors such as initiative, perserverance, motivation drives, reading ability, cultural background and physical and emotional health must be taken into consideration when interpreting individual performance on tests.

A pupil's performance on an achievement test may be correlated well with capaticy. Therefore, both should be examined to determine whether he is operating near his potential level.

Tests are standardized on different groups. It is important to determine whether or not scores have been reported in terms of national, state, county or school norms and whether or not the normative group is a representative sampling of cultures or only a segment of one cultural group.

Some Testing Terms and Their Meanings

Stanine

A stanine is a value in a simple nine-point scale of standard scores. (The word "stanine" was originally derived "STAndard NINE-point scale.") In this scale, raw scores are converted to scores which range from one to nine with a mean of five and a standard deviation of two. Stanines four, five and six are considered to be within average range.

Percentile

A percentile is a score which equals or exceeds a certain percent of scores obtained by the norm group. If a pupil scores at the 65th percentile, it indicates that he did well as, or better than, 65 percent of the norm group. Thirty-five percent obtained scores which were higher. Percentiles should not be confused with percentage scores which indicate a percentage of correct items.

Percentile scores avoid misunderstandings which often arise when the uninitiated believe that a grade equivalent score which is below average signifies that the pupil should be placed in a lower or higher grade indicated by his score. The grade equivalent score means that the pupil was able to answer correctly fewer or more of the questions on material at that grade level than was the average pupil in the national norm group in that grade.

Quartiles

Quartiles are three points on the percentile scale of measurement which divide that scale into four units. The first quartile (Q1) point is the same as the 25th percentile. The second quartile (median or average) is the same as the 50th percentile, while the third quartile (Q3) point is the same as the 75th percentile. The average range of scores is usually considered to lie between the 25th percentile (Q1) and the 75th percentile (Q3).

Median

The median is the point on the percentile scale above which half and below which half of the scores of a given distribution fall. The median is the 50th percentile.

Mean

The mean, the arithmetic average with which we are most familiar in computation, has a disadvantage in that exceptionally high or exceptionally low scores will distort it.

Standard Error

Standard error refers to the fact that no test has perfect reliability. On any test an individual should be considered as operating within a certain range which includes several points below and above his obtained score. For example, The Cognitive Abilities Test has a standard error of four standard score points. This means that there are two out of three chances that the true test score of an individual who obtained an IQ of 110 could be four points above or below that obtained score. This is usually written as 110+4 which means that his true score might be as low at 106 or as high as 114.

Raw Score

The raw score is usually the total number of correct answers on a test. However, in cases where adjustments are made for guessing, it will be the score obtained after the formula is applied. For example: Rights (correct responses) - (Minus) ¼ wrongs (incorrect responses) = (equals) raw score.

In itself, the raw score has little meaning. However, it is necessary as the first step in interpreting test performance through translation into terms which indicate a comparision to a norm group.

Grade Equivalents (GE)

These scores are probably the most misused of all. Some do's and do not's concerning GE's are as follows.

They do not necessarily compare from one test battery, or even subtest, of the same battery to another.

GE increments do not reflect equal increments of learning.

They do not, because of their design and/or derivation, necessarily reflect growth.

GE do simply portray the amounts of achievement or learning at the various grade levels when the test was standardized.

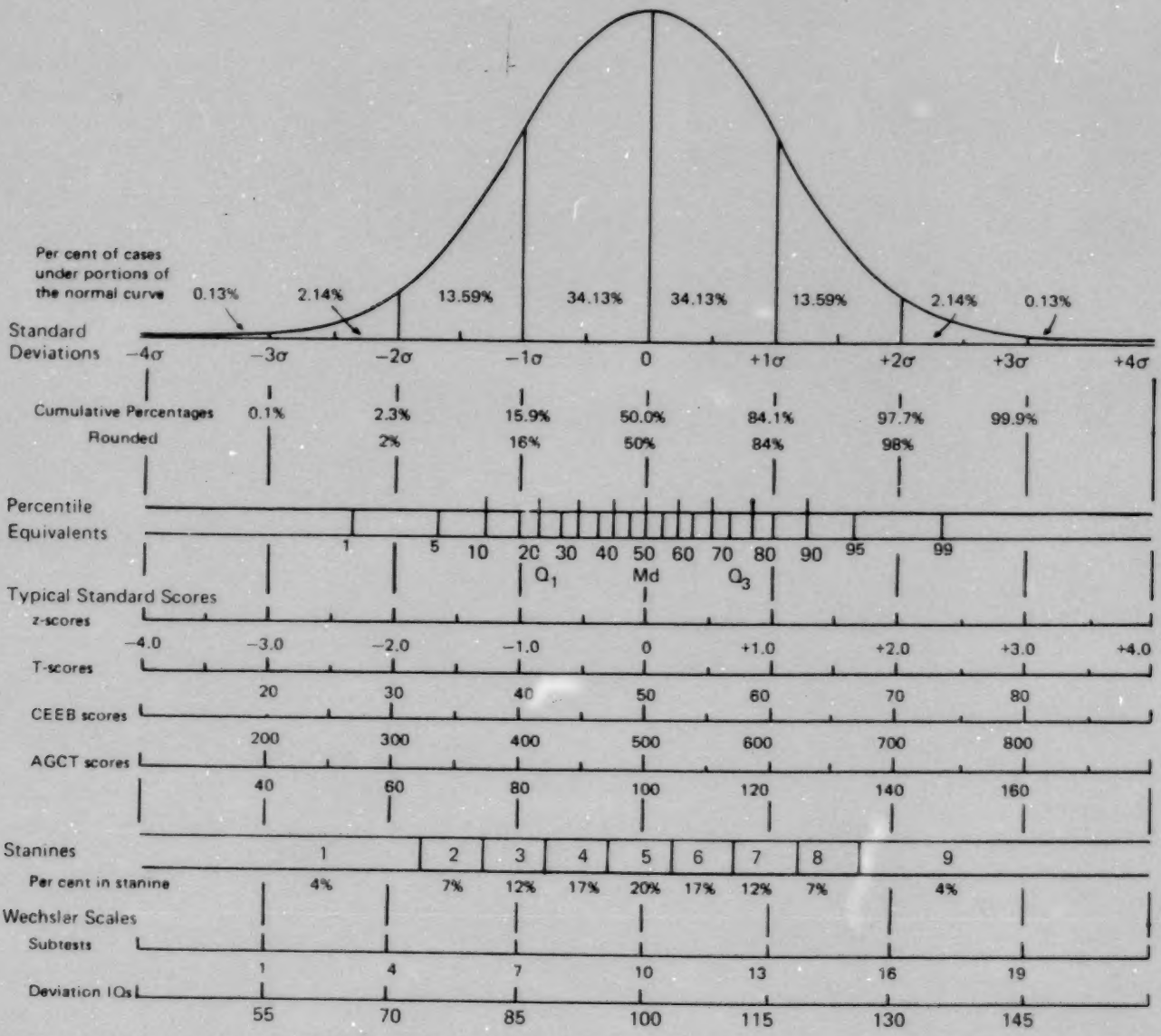
They do represent bench marks of average progress when compared with the norm group.

If a student in grade four earns a GE of 8.1 in math, it does not mean he can solve eighth grade math problems. It means only that he did as well on a fourth grade test in arithmetic as the typical eighth grader in the norm group would be expected to do on the same fourth grade test in math during the first month of the school year.

Readiness testing

These are tests which measure the given degree to which a child has reached a developmental level or has acquired certain skills needed for undertaking new learning activities (a reading readiness helps to determine if a child is ready to begin formal reading instruction).

The following chart from the Psychological Corporation graphically illustrates some of these terms.



NOTE. This chart cannot be used to equate scores on one test to scores on another test. For example, both 600 on the CEEB and 120 on the AGCT are one standard deviation above their respective means, but they do not represent "equal" standings because the scores were obtained from different groups.

Pupil Placement

A major task of the school counselor is pupil placement which may be categorized as educational or occupational. It involves providing appropriate placement opportunities for pupils from within and without the school setting.

Educational Placement

Usually consists of assisting students in planning educational programs fitted to individual interests, aptitudes, abilities, goals and motivations (regular classes, special programs, extra-curricular activities, etc.) Extra effort should be given to identifying and encouraging alienated students to become involved in extra-curricular activities.

Placement may also involve helping the student select an appropriate post-secondary educational institution suited to his previous training and his present aspirations and abilities.

The counselor should devote some effort to the guidance of dropouts and to adults who wish to continue their education. This may consist of referral to community agencies, vocational-technical schools or community colleges and universities which have continuing education programs. Also, some local school systems provide evening adult education classes through which one might complete requirements for high school graduation. These referrals will, again, follow consideration of the individual's goals and aptitudes.

Job Placement

Occupational or job placement can be as varied as educational placement. Although the two have been considered as separate and, to many, the antithesis of one another, they are different only in place and time orientation. Where the latter is usually preparation for placement later, the former is considered to be more terminal and crisis oriented. In reality the two are closely related and, in most instances, inseparable. The counselor is and should be involved in job placement. Most of his actual placement activities may take the form of completing work permits and placing students in summer jobs. However, occupational placement should begin early and it involves more than just finding a student a job. Because of his training and professional orientation, the counselor can contribute greatly in preparing students for work before they even apply for a job. In order to facilitate cooperative job placement effort among the school staff involved in such activities, the counselor can

Provide facilities and space in his office for the centralized operation of the school's job placement efforts.

Provide and coordinate local and district job surveys. This could be done with willing, able student assistance and with cooperation of work-study staff, i.e., D.E., DCT, etc.

Coordinate and provide assistance to classroom teachers in correlating academic subjects and occupational areas in the classroom.

Provide in-service with teachers and work with students in groups and individually on creating attitudes amenable to occupational success for students, i.e., decision making, self awareness, positive self concept and values.

With clerical assistance, oversee the records system for the school's job placement effort.

Coordinate or assist in the follow up and evaluation of the school's job placement service.

Referral and Resource Agencies

Each community has within its boundaries a wealth of services of benefit to the guidance program in schools. Many of these agencies are unused and often unorganized. The effective counselor has knowledge of the available resources in the community.

The following organizations provide services to students in schools.

Altrusa International

American Association of University Women

Business and Professional Women's Club

American Legion

Civitan International

Emergency Aid Association

General Rederation of Women's Club

International Exchange Club

Kiwanis International

Lion's International

Merchants Association

National Exchange Club

Pilot Club International

Quota Club International

Veterans of Foreign Wars

Optimist International

Rotary International

Sorcoptomist International

Zonta International

In most communities a current listing of organizations with names of officers and their addresses can be secured through such sources as the local newspaper, public library, Chamber of Commerce or Community Chest and Council.

Resources available for students throughout Georgia include the following agencies and organizations.

In many cases the address listed here is for the central office. The reader is encouraged to contact regional office where available. This list is by no means exhaustive.

American Friends Service Committee
41 Exchange Pl. SE
Atlanta, Ga. 30303
Purpose: Assists neighborhood fair-housing programs; sponsors a south-eastern public education program, rural income development program and draft counseling and counselor training programs.

American Social Health Association
173 Walton St. NW
Atlanta, Ga. 30303
Purpose: Furthers the family life education of teachers; sponsors research into adolescent hehavior; works for the development of community programs designed to strengthen family life against conditions which weaken it.

Anti-Defamation of B'nai B'rith
41 Exchange Pl. SE
Atlanta, Ga. 30303
Purpose: Initiates and participates in programs designed to combat religious and racial bigotry. Maintains a library of human relations materials, including publications and audio-visual aids. Also provides community consultants and speakers to work with individual groups in resolving intergroup problems.

Appleton Church Home
440 Forest Hill Rd.
Macon, Ga. 31204
Purpose: Provides group care for adolescent girls. Girls attend public schools and are encouraged to participate in school activities. Efforts are made to help girls develop special talents and skills. Special help provided in school programs for the retarded.

Atlanta Association for Retarded Children
833 Springdale Rd. NE
Atlanta, Ga. 30306
Purpose: To obtain services for the mentally retarded.

Florence Crittenton Home
Purpose: Provides confidental services in protected, constructive environment for unmarried expectant mothers.

Legal Aid Society
Purpose: To provide legal representation to indigent citizens.

Atlanta Speech School
3160 Northside Parkway NW
Atlanta, Ga. 30327
Purpose: Aids in the evaluation, education and training of those who are severely hard of hearing and those with language and speech disorders and learning disabilities.

Atlanta Union Mission
54 Ellis St. NE
Atlanta, Ga. 30303
Purpose: Helps in the Christian rehabilitation of indigent men and women by providing shelter, employment and counseling.

Atlanta Urban League, Inc.
239 Auburn Ave. NE Rm #400
Atlanta, Ga. 30303
Purpose: To encourage, assist and engage in such activities and kinds of work which will lead toward the improvement of underpriviledged persons and families; to discover unmet community needs in education, employment, housing, health and welfare; to encourage and develop such types of programs for meeting these needs; to promote the imporvement of interracial understanding and cooperation; to employ the techniques of effective community organization and the discovery, correction and prevention of conditions out of which racial tension, poverty and disorder arise.

Big Brothers Association
401-405 Bona Allen Building
Atlanta, Ga. 30303
Purpose: To provide masculine friendship and guidance to fatherless boys between the ages of eight to 17 years; to provide guidance to mothers of fatherless boys in understanding and resolving problems with their sons.

Boys Estate
Boys Estate, Ga. 31520
Purpose: To provide a home for less fortunate boys in a town all their own.

Young Men's Christian Association
Purpose: Provides educational, religious, social and physical activities for men, women, boys and girls.

Capps Ferry Home for Retarded Children
P.O. Box 837
Douglasville, Ga. 30134
Purpose: Provides a home for retarded children through custodial care and training program for physical therapy.

Central Presbyterian Baby Clinic
201 Washington St. NW
Atlanta, Ga. 30303
Purpose: To give free medical care to sick children whose parents are unable to pay professional services.

The Cerebral Palsy Center
1815 Ponce de Leon Ave. NE
Atlanta, Ga. 30307
Purpose: To furnish education, treatment, day care and vocational training for cerebral palsied children and young adults.

Child Services and Family Counseling Center
Purpose: To enhance family functioning and individual development through the provision of social work services to families and children, both in and out of their homes.

Christian City, Inc.
7345 Red Oak Rd.
College Park, Ga. 30022
Purpose: To provide preshcool and kindergarten program for mentally retarded children.

Churches Homes for Business Girls, Inc.
1043 West Peachtree St. NE
Atlanta, Ga. 30309
Purpose: Protective agency, providing boarding facilities for girls attending business school, employed or seeking employment.

Division of Family and Children Services - Georgia Department of Human Resources
Prupose: Administers the laws pertaining to social security aids, general assistance and child welfare services; services are provided to children who have been neglected or abandoned; services are given to children in their own home, the homes of relatives and in foster homes; temporary foster care is given for children in need.

Division of Physical Health - Georgia Department of Human Resources
Purpose: Provides a general public health and sanitation program for immunization, dental health, veneral disease, tuberculosis, prenatal and post-natal clinics, child guidance and adult mental health clinic, and many others.

Centers of the Division of Mental Health - Georgia Department of Human Resources
Purpose: Diagnostic, psychological and psychiatric evaluations. Short-term individual family counseling. In-service training programs and consultative services to other agencies. Dissemination of mental health information to the community upon request. Emergency psychiatric walk-in clinic services, drug clinic services and group psychotherapy.

Juvenile Court

Purpose: Assumes jurisdiction of juveniles reported as delinquents; supervises and provides custodial care of juveniles placed on probation; provides temporary care of neglected children. Court may take custody of neglected children for suitable placement or order such other care and treatment as the court may deem in the best interest of the child.

Community Services for the Blind, Inc.
P.O. Box 8277 Station F
Atlanta, Ga. 30306

Purpose: A multi-functional agency providing rehabilitative and counseling services to the visually handicapped.

Consumer Credit Counseling Service
87 Walton St. NW
Suite 908
Atlanta, Ga. 30303

Purpose: To assist families in serious financial difficulties.

Davison School
1500 North Decatur Rd. NE
Atlanta, Ga. 30306

Purpose: To help children and adults with aphasia, speech, language and hearing disabilities; to help children with learning problems related to these disabilities.

Economic Opportunity Authority

Purpose: To bring education, employment and social services to low income areas.

Easter Seal Rehabilitation Center
1362 West Peachtree St. NW
Atlanta, Ga. 30309

Purpose: To provide comprehensive rehabilitation services to the physically handicapped.

The Henrietta Egleston Hospital for Children, Inc.
1405 Clifton Rd. NE
Atlanta, Ga. 30333

Purpose: To provide general hospital for children from infancy through 16.

Epilepsy Foundation of America
Suite 313
136 Marietta St. NW
Atlanta, Ga. 30303

Purpose: To provide public education and promote legislative action regarding epilepsy; to promote employment for epileptics; to promote special information programs for schools.

Ethel Harpst Home for Children and Youth, Inc.
740 Fletcher St.
Cedartown, Ga. 30125
Purpose: To operate and maintain a group child care institution.

Family Counseling Centers
Purpose: To enhance family functioning and individual development through the provision of social work services to families and children, both in and out of their home.

Foundation of Visually Handicapped Children
45 11th St. NE
Atlanta, Ga. 30309
Purpose: To provide counseling and guidance for parents of blind and partially seeing children; to aid visually handicapped children in learning the skills used in activities of daily living; to promote public understanding of the needs and abilities of visually impaired children.

Foundation Guidance Center
184 Pryor St. SW
Atlanta, Ga. 30303
Purpose: Evaluation, re-education and rehabilitation of social offenders.

Diagnostic and Treatment Center for Veneral Disease
Fulton County Health Department
99 Butler St. SE
Atlanta, Ga. 30303
Purpose: Diagnosis and treatment of veneral disease and VD education.

Geoegia Council on Alcohol Problems, Inc.
159 Forrest Ave.
Suite 104
Atlanta, Ga. 30303
Purpose: To support high standards of citizenship; encourage abstinence from alcoholic beverages; provide for spiritual and therapeutic measures for the treatment of the alcoholic and drug addict; seek a solution for the ills of alcoholism and addiction; promote legal safeguards against the hazards of all citizens in regard to these purposes.

Georgia Easter Seal Society for Cripple Children and Adults
1211 Spring St. NW
Atlanta, Ga. 30309
Purpose: To provide rehabilitation services for the physically handicapped through Atlanta Easter Seal Rehabilitation Center and Home Rehabilitation Service and to provide information and referral service.

Georgia Heart Association, Inc.
2581 Piedmont Rd. NE
Atlanta, Ga. 30324
Purpose: To reduce or prevent illness and death resulting from diseases of the heart and blood vessels including heart attack, stroke, high blood pressure, congenital defects and others.

Georgia Industrial Home
Route #2, Mumford Rd.
Macon, Ga. 31204
Purpose: To provide temporary or long-term care for children in need of a substitute home.

Georgia Lions Lighthouse Foundation, Inc.
300 West Peachtree St. NW
Room 204
Atlanta, Ga. 30308
Purpose: To provide corrective treatment for visually handicapped by providing examinations and surgery of the eyes.

Georgia Sheriffs' Boys' Ranch
Hahira, Ga. 31632
Purpose: To provide a home for underprivileged and neglected Georgia boys.

Georgia Academy for the Blind
2895 Vineville Ave.
Macon, Ga. 31204
Purpose: Education of visually handicapped children from kindergarten through twelfth grades.

Adult Education Unit of Department of Education
Educational Annex Bldg.
156 Trinity Ave.
Atlanta, Ga. 30303
Purpose: To promote continuing education of adults.

Atlanta, Employment Evaluation and Service Center
1599 Memorial Dr. SE
Atlanta, Ga. 30317
Purpose: To provide comprehensive vocational evaluation, training and follow-up after evaluation.

Central State Hospital
P.O. Box 325
Milledgeville, Ga. 31062
Purpose: In-patient treatment for mentally ill through full range of auxiliary services including social work, vocational rehabilitation, psychology, chaplain and occupational therapy.

Georgia Cooperative Services for the Blind, Inc.
629 State Office Bldg.
Atlanta, Ga. 30334
Purpose: To provide employment opportunities for the blind and severely handicapped.

Crippled Children's Service - Division of Physical Health Georgia Department of Human Resources
47 Trinity Ave. SW
Atlanta, Ga. 30334

Purpose: To provide medical care to children with handicapping conditions through outpatient care; hospital and convalescent care; speech and hearing evaluation; psychological testing and counseling by medical social worker and psychologist.

Employment Security Agency
Georgia Department of Labor
254 Washington St. SW
State Labor Bldg.
Atlanta, Ga. 30334

Purpose: To bring together the job applicant and the employer through job placement and implementation of training programs designed to raise the level of employability of the Georgia worker. To administer the Unemployment Insurance Program.

Gracewood State School and Hospital
Gracewood, Ga. 30812

Purpose: To provide evaluation, care treatment and training for the mentally retarded.

Library for the Blind and Physically Handicapped
1050 Murphy Ave. SW
Atlanta, Ga. 30310

Purpose: To provide adequate public library service to Georgia residents physically incapable of using conventional printed materials.

Georgia Mental Institute
1256 Briarcliff Rd. NE
Atlanta, Ga. 30306

Purpose: Training, research and treatment in mental illnesses and alcoholism.

Rehabilitation Residence Program
Division of Vocational Rehabilitation
Georgia Department of Education
1430 West Peachtree St. NW
Atlanta, Ga. 30309

Purpose: To provide a temporary home for those who have suffered emotional disturbance, have received treatment and are ready to rejoin society.

Georgia Retardation Center
4770 North Peachtree Rd.
Atlanta, Ga. 30341

Purpose: To provide residential care and treatment services for the mentally retarded. To train professional manpower to work in the field of mental retardation through a University Affliated Training Program. Basic and applied research activities in mental retardation. Public information and education about mental retardation.

The Georgia School for the Deaf
Cave Springs, Ga. 30124
Purpose: Residential and day school for the educational and vocational training of the deaf.

Georgia State Hospital (Battey)
Rome, Ga. 30161
Purpose: To treat Georgia residents afflicted with tuberculosis.

Youth Development Centers
Atlanta (girls)
4525 Baker's Ferry Rd. SW
Atlanta, Ga. 30331

Augusta (boys)
P.O. Box 5262
Augusta, Ga. 30906

Milledgeville
Box 788
Milledgeville, Ga. 31061

Purpose: Treatment and rehabilitation of court committed delinquent adolescents.

Goodwill Industries of Atlanta, Inc.
15-17 Courtland St. NE
Atlanta, Ga. 30303
Purpose: To provide work adjustment, work training and employment for the handicapped; to work with the public schools in helping slow learners; to try new methods of serving the handicapped.

Greater Atlanta Chapter
National Multiple Sclerosis Society
663 West Peachtree St. NW
Room 302
Atlanta, Ga. 30308
Purpose: To initiate, promote and support basic and clinical research directed toward finding causes and means of controlling multiple sclerosis.

Hephzibah Children's Home, Inc.
Box 2304
Macon, Ga. 31203
Purpose: To offer group care for dependent children.

Institute for Psychological Services, Inc.
Georgia State University
33 Gilmer St. SE
Atlanta, Ga. 30303
Purpose: To provide the community with various psychological services in conjunction with training of graduate students in psychology at Georgia State University.

Junior Achievement of Greater Atlanta, Inc.
3041 North Decatur Rd.
Decatur, Ga. 30033
Purpose: To offer a practical "learn by doing" business education for high school students.

The Little Red Schoolhouse for Special Children, Inc.
1595 East Vesta Ave.
College Park, Ga. 30337
Purpose: To provide educational facilities in regular school setting for the severely mentally retarded age five years and over.

Boys' Club, Inc.
Purpose: To provide a group work experience and individual guidance to boys.

Muscular Dystrophy Associations of America, Inc.
Purpose: To find cause and cure for muscular dystrophy; to perform local patient services; to inform public and medical profession about muscular dystrophy.

The National Foundation--March of Dimes
Purpose: To direct, unify, stimulate, coordinate and further the knowledge of all phases of birth defects, supplementary parental care, poliomyletis and the Salk Institute for Biological Studies.

Plantation Manor Children's Home
Route #1, Box 72
Conyers, Ga. 30207
Purpose: To provide a home atmosphere for dependent children and youth who are of school age; to see that material needs as well as cultural and emotional needs are provided.

The Salvation Army
Purpose: An international religious and charitable movement organized and operated on a military pattern; a branch of the Christian Church.

Sarah D. Murphy Home, Inc.
Route #1, Box 48
Rockmart, Ga. 30153
Purpose: To provide a home for neglected and dependent children.

Scottish Rite Hospital for Crippled Children
321 West Hill St.
Decatur, Ga. 30153
Purpose: Long-term, orthopedic pediatric service (primarily for treatment of bone and joint deformities but occasionally burns and deformities of the face are treated).

Smith Home for Birth Defects
606 Flat Shoals Ave. SE
Atlanta, Ga. 30316
Purpose: To provide a home for profoundly retarded infants.

Travelers Aid

Purpose: To provide casework service for travelers, strangers, and newcomers, including runaway children, adolescents and unwed mothers in difficulty; to provide information, guidance and protection to travelers.

Veterans Administration Hospital

Purpose: To provide short-term general medical care for veterans of military service.

YWCA

Purpose: To emphasize work with women and girls, endeavoring to help build a world in which truth, justice, dignity and freedom prevail.

In many cities throughout Georgia a listing of referral services is available through the Community Council, a United Appeal Agency. The general purpose of this council is to make available information about the health education, recreation and welfare services of the area to social workers, physicians, clergymen, school personnel, civic leaders, lawyers and others of the community who have need of these resources in their activities of serving people.

Cooperative Educational Service Agency (CESA)

There are presently 16 CESA Units operating across the state. These are "satellite" departments of education which offer services on a shared basis to the school system contributing funding to the agency. Most of the service provided is consultative, varying in type and degree from one CESA to another. The reader is encouraged to become familiar with what, if any, assistance is available in pupil personnal services through the CESA of which your school system is a member.

Use of Cumulative Records
and
Suggested Forms

The Cumulative (Permanent) Record as a Guidance Tool

The cumulative record folder is used by the teacher and other school personnel as a tool for pupil guidance and the improvement of instruction. From a well-developed cumulative record, a teacher may analyze the student's background, school history, test scores, behavior patterns and varying rates of growth and may establish possible causes of problems to find courses of action for helping the student. A complete cumulative record is only as useful as the quality of data entered.

The following outline is a suggested procedure for teachers and guidance personnel in establishing and keeping cumulative records. In addition, suggested insert forms may be utilized as they meet specific needs of various schools. These forms, such as the Four Year Plan of Study, may be used by counselors in maintaining separate guidance folders for each student. The guidance folders, including anecdotal records and other inserts, should be destroyed as students leave school. All permanent records should be microfilmed and stored when possible for five years after the student leave school.

Security of Records

The principal is responsible for supervising the proper maintenance of cumulative records even though he may delegate responsibility to other personnel. Files containing cumulative records should be placed so that security is unquestionable but that accessibility to teachers and other school personnel is assured.

In-service Training in the Development of Good Records

The principal is responsible for orientation sessions early in the school year so that each teacher is reminded of the significance of cumulative records and of the importance of observing and evaluating students regarding their educational and personal/social adjustments. Comments made a part of these records must mirror student performance rather than the teacher's value judgment or emotional reactions.

Ethical Use of Cumulative Records

The cumulative record is developed to assist in the student's educational growth and progress. An entry on the record should be weighed carefully before it is posted so that an individual is neither labeled nor placed in an unflexible category. The record is a confidential document and is to be treated as such. It is used only by school personnel although information on the cumulative record may be interpreted generally to parents or guardians. The academic record, the pupil's rating sheet made during his senior high school years, or

letters of recommendation routinely released to schools and colleges are in no way affected by this regulation. A general interpretation rather than a literal transmission of the contents of a record is more appropriate for the use of prospective employers.

At no time are pupils, without supervision or unaccompanied by counselor aides, to have access to cumulative records or inserts. Discretion should be used in permitting substitute teachers to refer to or work with cumulative records.

The parent should be aware of the child's progress through the report card, personal conferences and other media. It is emphasized that material in the cumulative record may be shared with the parent in a manner which will be meaningful and useful and is not to be withheld. A parent should not be permitted to examine a cumulative folder alone and without suitable interpretation by qualified professionals.

Again, it should be emphasized that the following forms are suggested forms only and are intended to simplify the work of the counselor.

FOLLOW-UP SURVEY

Dear .....:

We are initiating a follow-up study of those who have attended our school to learn of their experiences since leaving school. This information will be invaluable in helping us to improve and enlarge the school services to meet more nearly the needs of students now in school.

Our method of gathering the desired information is through the use of a follow-up questionnaire. Will you complete the accompanying post card and return to us. Your assistance in helping us in this undertaking will be very important and shall be appreciated. The information will be treated in a confidential manner.

Please complete the post card and return to:

Mr. John Doe, Counselor
Washington High School
Podunk, Georgia

Sincerely,

John Doe, Counselor
Washington High School

— — — — — — — — — —

FOLLOW-UP SURVEY

1. YOUR NAME .....
2. YOUR ADDRESS .....
3. ARE YOU EMPLOYED _____, OR ARE YOU FURTHERING YOUR EDUCATION? .....
4. WHAT IS THE NATURE OF YOUR WORK? _____
5. NAME AND ADDRESS OF YOUR EMPLOYING FIRM .....
6. COLLEGE OR SCHOOL YOU ARE ATTENDING .....
7. COLLEGE MAJOR OR COURSE OF STUDY IN WHICH YOU ARE ENGAGED .....
8. WILL YOU ASSIST IN A COMPREHENSIVE STUDY OF SCHOOL LEAVERS BEING CONDUCTED IN OUR SCHOOL? _____
9. WHAT COURSES TAKEN AT OUR SCHOOL DO YOU FEEL WERE PARTICULARLY VALUABLE? _____
10. WHAT COURSES DO YOU FEEL WERE LEAST VALUABLE TO YOU? _____

FOLLOW-UP OF DROPOUTS

SCHOOL

DATE

PRINCIPAL

STUDENT'S NAME AND ADDRESS	STUDENT'S COUNSELOR	GRADE	AGE	DATE OF DROPOUT	REASON	PRESENT STATUS	ACTION TAKEN AND/ REFERRAL MADE

DISTRIBUTION: White Copy —Instruction Department
Blue Copy —Adult Education
Green Copy—Visiting Teacher
Yellow Copy—Principal's File

Page _____ of _____ Pages

COUNTY SCHOOLS

SURVEY AND FOLLOW-UP OF _____ GRADUATES Date _____

SCHOOL _____ Principal _____

Name, Address and Telephone of Graduate	Name and Address of College, Other School or Employing Firm	Approximate Salary Monthly	Unemployed	Armed Services	Married	Definite Plans	No Definite Plans	Action Taken
	50							

COUNTY SCHOOLS

FOUR YEAR PLAN OF STUDY

Name _____ Homeroom _____

I am registered for the Academic Course _____ The Vocational Course _____

Course	9th Grade Year	Unit	Course	10th Grade Year	Unit

Course	11th Grade Year	Unit	Course	12th Grade Year	Unit

Write in the courses you are taking this year. Also include any courses you have taken in the ninth grade prior to this year.

Choose the courses you would like to take in the tenth grade from the course of study; write them above also.

Parent's signature _____

Student's signature _____

Counselor's signature _____

Date _____

COUNTY SCHOOL SYSTEM

JUNIOR-SENIOR HIGH SCHOOL
WITHDRAWAL FORM

Student's Name _____ Address _____

Phone _____ Birthdate _____ Sex _____ Grade _____

Father's (Gurdian's) Name _____ Occupation _____

Mother's Name _____ Occupation _____

Live with: Both parents Father
Mother Other

Specify, if other _____

Name of last school attended _____ Address _____

Date entered _____

Date of Withdrawal _____

Reason for Withdrawal _____

New Address _____
Street City State

Days present _____

Days absent _____ Off Roll _____

SCHOLASTIC RECORD AT TIME OF WITHDRAWAL

Subject	Current Grade	Conduct	Textbook Returned	Teacher's Signature
Homeroom				
1.				
2.				
3.				
4.				
5.				
6.				

Counselor _____

Librarian _____

Annual Sponsor _____

Office _____

Principal _____

School _____ Address _____

PUPIL PERSONNEL SERVICES

COUNTY BOARD OF EDUCATION

DATA FOR HOMEBOUND INSTRUCTION

Student's name _____

School _____ Date _____

Information pertaining to the student is required for current evaluation of his/her educational process, social development, and behavior pattern. This is necessary for instruction of the Homebound student.

Subject Teacher _____ Subject _____

Return by _____ o'clock _____ 19 ___ to _____

EVALUATE

Daily work _____

Homework _____

Major tests _____

Approximate grade to date _____

Conduct _____

Attendance _____

Improvement needed and method suggested

Educational _____

_____

Social _____

_____

Behavior pattern _____

_____

If further information should be given, use back side of sheet.

GEORGIA DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

Office of Instructional Services
Division of Elementary and
Secondary Education
Pupil Personnel Services Unit

Jack P. Nix
State Superintendent of Schools

REQUEST FOR SERVICES OF PSYCHOLOGICAL EXAMINER FOR
TESTING CHILDREN FOR UNIT FOR EXCEPTIONAL CHILDREN
(Complete separate forms for each class)

SYSTEM_____ SUPERINTENDENT_____

1. Teacher of Class _____ School _____

2. Testing for new classes Yes_____ No_____ Age range of class _____

3. Number of children presently enrolled in class _____

4. Number of children for initial examination _____

5. Number of children for re-evaluation _____

6. Do you anticipate losing some children in the near future who are presently enrolled in the class? Yes_____ No_____
How many? _____

Person in charge of scheduling _____

Place where testing will be scheduled _____

Address _____

Signature of Local Coordinator for Exceptional Children _____

Two copies of the referral form (IEC A-13) must be completed on each child for whom testing is requested. ONE copy of the referral form must accompany this request before psychoeducational services can be approved. The SECOND copy must be kept on file in the Local Coordinator's Office. Each form must contain the results of a group intelligence test. It is preferable to administer these tests in groups of four or five children.

Make two copies of this form. The Coordinator will forward these to the Coordinator, School Psychologist Services, State Department of Education, Atlanta, Georgia.

For State Use Only

Number of Children Approved _____ Consultant _____

GEORGIA DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

Office of Instructional Services
Division of Elementary and
Secondary Education
Pupil Personnel Services Unit

Jack P. Nix
State Superintendent of Schools

REPORT OF SERVICES OF PSYCHO-EDUCATIONAL EVALUATOR

Date _____

SYSTEM _____ SUPERINTENDENT _____

SERVICES REQUESTED BY _____ TITLE _____

Examiner's Name	Date(s) of Testing	No. Children Examined
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

This form authorizes the State to make payment to the local system which will pay the examiner(s).

Send this form, completed, to Coordinator, School Psychologists Services, State Department of Education, State Office Building, Atlanta, Georgia 30334.

ATTACH ONE COPY OF EACH PSYCHOLOGICAL REPORT TO THIS FORM. THIS IS NECESSARY FOR PAYMENT OF SERVICES.

Superintendent's Signature _____

FOR STATE USE ONLY

Amount Approved _____ Date _____

CHAPTER VI

SUGGESTED GUIDANCE PROGRAM CALENDAR
for the
Middle School or Junior High School

AUGUST

____1. Work with new teachers to explain the philosophy of the total guidance program of the school, including the testing program, the use of the cumulative record folder and other guidance procedures. (See In-Service Activities)

____2. Attend county orientation meeting of guidance personnel.

____3. Work intensively with new guidance personnel concerning understanding of procedures. (See In-Service Activities)

____4. Organize the guidance staff and the guidance committee.

____5. Develop a tentative calendar of specific guidance activities for the school year.

____6. Verify testing dates for the year and confirm requests for tests with the county testing office.

____7. Review cumulative guidance records with homeroom teachers to identify pupils with problems needing immediate attention. (See In-Service Activities)

____8. Complete plans for the orientation of sixth or seventh grade and other new pupils. (See Orientation Activities)

____9. Check the records of students failing subjects in June to determine which attended summer school and earned credits which require adjusted grade placements.

SEPTEMBER

____1. Individual counseling.

____2. Orient sixth or seventh grade and other new pupils. (See Orientation Activities)

____3. Visit homerooms or classes of counselors or plan some way to explain the role of the counselor to all of the counselors. (See Group Activities)

____4. Hold grade level or small group meeting with teachers to assist in implementing the guidance program. (See In-Service Activities)

____5. Establish routine procedures for making referrals to counselors, other personnel in the school and other agencies.

____6. Check schedules of ninth grade students to see if full programs are being carried and if the proper courses are being taken.

OCTOBER

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Discuss, through grade level meetings (especially at grade seven), the purposes of each standardized test and the interpretation and use of test results.(See In-Serivce Activities)

____4. Establish the most effective way of using the Four-Year Plan for Course of Study.

____5. Plan for teacher-conference work days throughout the year. (See In-Service Activities)

____6. Begin identification of potential dropouts.

____7. Testing.

NOVEMBER

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Record test results not previously recorded on test record card.

____4. Schedule make-up tests when needed.

____5. Identify and work with potential dropouts. (See Group Activities)

DECEMBER

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Plan with classroom teachers to introduce a unit on educational and vocational planning. (See In-Service and Group Activities)

____4. Initiate group guidance project on subjects of concern to pupils regarding social relations and attitudes. (See In-Service and Group Activities)

____5. Work with the librarian in ordering guidance materials for the coming year.

____6. Plan matriculation with elementary school guidance personnel and arrange individual conferences with fifth and sixth grade students who are potential dropouts. (See In-Service and Group Activities)

____7. Plan for Career Day program.

____8. Continue work with potential dropouts.

JANUARY

____1. Individual counseling.

____2. Orient new pupils. (Orientation Activities)

____3. Make necessary pupil schedule adjustments at the close of the semester.

____4. Give explanations to ninth grade pupils in groups and/or individually on the interpretation of the ninth grade test results. (See Group Activities)

____5. Check for first semester failures and assist where possible.

____6. Continue work with potential dropouts.

FEBRUARY

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Cooperate with teachers in identifying and making provisions for pupils with varying abilities. (See In-Service Activities)

____4. Explore broad fields of vocational opportunities with ninth grade pupils. (See Group Activities)

____5. Work with teachers to emphasize vocational or avocational values of each subject taught. (See In-Service Activities)

____6. Arrange with the principal to confer with feeder schools and receiving schools for matriculation procedures.

____7. Implement matriculation with feeder schools and begin grade level and group meetings with subject and homeroom teachers regarding proper student placement.

____8. Disseminate general college and scholarship information to ninth-grade pupils and their parents. (See Group Activities)

____9. Continue work with potential dropouts.

MARCH

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Provide opportunity for course choices and assist returning and new students in planning course of study.

____4. Develop and distribute bulletins to parents on course offerings in the next grade.

____5. Arrange meeting with parents and develop other methods to give information concerning course offerings, graduation requirements, educational opportunities, educational television programs and other pertinent information. (See Group Activities and In-Service Activities)

____6. Present Career Day Program.

____7. Continue to work with potential dropouts.

____8. Hold grade-level and/or group meetings with subject and homeroom teachers regarding proper placement of pupils so they may assist in student placement.

APRIL

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Hold grade-level and/or group meetings with subject and homeroom teachers regarding proper placement of pupils so they may assist in student placement.

____4. Provide opportunity for course choices and assist returning and matriculating student in planning course of study.

____5. Continue to work with potential dropouts.

MAY

____1. Individual counseling.

____2. Hold grade-level meetings during the first week of May to make tentative decisions relative to placement of pupils with learning problems and for summer school recommendations.

____3. Communicate with parents regarding school and subject placement for the fall as well as summer program information.

____4. Continue work with potential dropouts.

____5. Provide opportunity for course choices and assist returning and matriculating student in planning course of study.

JUNE

____1. File all pertinent data and inserts in the cumulative guidance records.

____2. Complete final arrangements for summer school.

____3. Exchange cumulative guidance records for all transfer pupils.

____4. Continue work with potential dropouts.

JULY

These activties should be included in the late spring and early fall calendars of schools with no summer counselor.

____1. Check incoming cumulative guidance records for completeness.

____2. Double-check learning progress, problems and placement of all pupils.

____3. Counsel pupils and their parents particuluarly on special placement concerns or problems of the potential dropout. (See Group Activities)

____4. Prepare special studies based on guidance data.

Senior High School

AUGUST

____1. Work with new teachers to explain the philosophy of the total guidance program of the school including the testing program, the use of the cumulative record folder, and other guidance procedures. (See In-Service Activities)

____2. Attend the county orientation meeting of guidance personnel.

____3. Work intensively with new guidance personnel on understanding of procedures. (See In-Service Activities)

____4. Organize the guidance staff and a guidance committee.

____5. Begin to review cumulative guidance records with homeroom teachers to consider problems as identified by former counselors.

____6. Complete plans for the orientation of tenth grade and other new pupils.

____7. Check the records of students who failed subjects the previous year to determine if any attended summer school and earned credits which require adjusted grade placements.

____8. Verify testing dates for year and confirm requests for test materials with the county testing office.

____9. Do a local job availability study (in collaboration with the school work-study program directors.)

SEPTEMBER

____1. Individual counseling.

____2. Orient tenth grade and other new pupils. (See Orientation Activities)

____3. Check schedules of twelfth grade pupils for graduation requirements.

____4. Register students for PSAT and College Entrance Exams.

____5. Announce dates of National Merit Scholarship Qualifying Test and urge all promising candidates to apply.

____6. Plan group guidance projects to aid students in understanding school policies and to improve personal and social values. (See Group Activities)

___7. Initiate coordinated plans with the Georgia Employment Service representative for seniors to make application for job placement after graduation.

___8. Cooperate with teachers in identifying and making provisions for students with varying abilities. (See In-Service Activities)

___9. Initiate a plan for college matriculation programs.

___10. Initiate plans for vocational guidance projects. (See Group Activities)

___11. Assist and encourage college preparatory students and their parents to attend college night programs.

___12. Begin tabulation of follow-up data relate it to the curriculum.

OCTOBER

___1. Individual counseling.

___2. Orient new pupils. (See Orientation Activities)

___3. Plan for teacher conferences/work days throughout the year. (See In-Service Activities)

___4. Establish the most effective way to use Four-Year Plan for Course of Study.

___5. Begin re-evaluating tenth and eleventh grade students' Four-Year Plan for Course of Study.

___6. Hold grade-level meetings with teachers to assist in implementing guidance services through the classrooms. (See In-Service Activities)

___7. Present purpose for each standardized test; interpret and describe use of test results to faculty.

___8. Post-test results on record cards.

___9. Give college and vocational information to students. (See Group Activities)

___10. Administer PSAT and register students for college entrance exams.

___11. Secure nominees for the Governor's Honors Program.

___12. Initiate a plan for providing scholarship information throughout the school year for tenth, eleventh and twelfth grade students, their parents and homeroom teachers.

___13. Organize armed forces information for students. (See Group Activities)

___14. Plan and observe National Vocational Guidance Week.

___15. Assist with and encourage college preparatory students and parents to attend the school's college night program.

___16. Identify and begin work with potential dropouts. (See Group Activities)

NOVEMBER

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Complete list for Governor's Honors Program.

____4. Observe National Education Week.

____5. Plan follow-up of graduates.

____6. Continue dropout prevention program.

DECEMBER

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Continue Governor's Honors Program Activities.

____4. Distribute and interpret college entrance exam scores. (SAT, ACT)

____5. Work with librarian in the ordering of guidance materials for the coming school year.

____6. Complete Junior Engineering Test registration.

____7. Plan for Career Day Program. (See Group Activities)

____8. Distribute and interpret PSAT results where requested.

____9. Continue dropout prevention program.

JANUARY

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Register students for NMSQT and College Entrance Exams.

____4. Initiate preparation of educational guidance bulletins for use by ninth, tenth and eleventh grade pupils, parents, teachers and counselors in making subject selections for next year.

____5. Administer Junior Engineering Test.

____6. Alert pupils to the CEEB Advanced Placement Tests given the third week in May.

____7. Alert pupils concerning the National Merit Scholarship Examination to be given in February.

____8. Compile preliminary rank in class for seniors at close of first semester.

____9. Check for first semester failures and assist where possible.

___10. Continue dropout prevention program.

FEBRUARY

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Register students for NMSQT and College Entrance Exams.

____4. Disseminate scholarship information to tenth, elventh and twelfth grade pupils, and inform parents when possible. (See Group Activities)

____5. Administer National Merit Scholarship Qualifying Tests as scheduled.

____6. Continue dropout prevention program.

MARCH

____1. Individual counseling.

____2. Orient new pupils. (See Orientation Activities)

____3. Send to parents the bulletins of course offering in the next grade.

____4. Prepare IT forms for Georgia Department of Education.

____5. Register student for College Entrance Exams.

____6. Obtain activities participation information from seniors and record in cumulative record folders.

____7. Present Career Day Program.

____8. Continue dropout prevention program.

APRIL

____1. Orient new pupils. (See Orientation Activities)

____2. Complete Four-Year Plan for Course of Study.

____3. Prepare IT forms for Georgia Department of Education.

____4. Concentrate on individual and group counseling relative to pupils with placement and learning problems. (See Group Activities)

____5. Develop a plan for collecting data on financial aid and scholarship awards to seniors and make this known to all graduates. (See Group Activities)

____6. Continue dropout prevention program.

MAY

____1. Submit follow-up information.

____2. Continue individual counseling on placement problems and confer with parents on these problems where advisable.

____3. Initiate procedures for a survey of college preferences of eleventh grade pupils.

____4. Arrange for CEEB Advanced Placement Tests to be given.

____5. Compile final rank in class for seniors.

____6. Continue dropout prevention program.

JUNE

____1. Complete final arrangements for summer school.

____2. Complete the filing of all pertinent information in cumulative guidance records.

____3. Send cumulative guidance records for all transfer pupils.

____4. Check course credits of juniors for senior homeroom eligibility.

____5. Determine testing dates for next school year and schedule with county testing office.

JULY

(These activities should be done in early spring in schools with no summer counselors.)

____1. Double-check learning progress, problems and placement of all pupils.

____2. Counsel pupils and their parents, particularly on special placement concerns or problems of the potential dropout. (See Group Activities)

____3. Prepare special studies based on guidance data.

CHAPTER VII

A SYSTEMATIC, NEEDS ORIENTED, OBJECTIVE-BASED GUIDANCE PROGRAM

This chapter is intended for those school counselors who wish to formulate their role in terms of specific functions based on needs identified for their school population. A counselor, if motivated to do so, could use the format and/or objectives included in this chapter in formulating the "lesson plan" for the guidance program by the week, month or year based on identified needs. These objectives could be plugged in where appropriate to the calendars in Chapter VI. The contents of this chapter are the result of work over a number of years by the Guidance and Counseling Unit and school counselors in Georgia. Guidance programs similar to the one proposed here are in operation in Georgia.

The conceptual chart in this chapter was devised after much consideration was given to the kinds of tasks a school counselor performs and to the populations he serves. The graduated lines on this chart indicate the degree to which a given function is performed at the grade levels indicated (closer lines, more activity). This seems to exist more in reality than what ideally should exist.

Also in this chapter is the systems model for operating an objective-based program which should be a continuous process of needs assessment planning and operation.

The model for writing the objectives in this chapter was derived from an earlier one proposed by the Guidance Unit. This format was used by the school counselors who wrote the objectives which are included in this chapter. The objectives in this chapter are based on needs identified experientially by counselors and through data gathered from administration of the Guidance Services Inventory across Georgia. The following points concerning the objectives included here are important and should be noted.

The need areas listed are by no means exhaustive.

Counselors are encouraged to assess needs for his/her situation and utilize those objectives listed here in meeting those needs.

This format for writing objectives is not the only format, but it works well and is applicable to most situations.

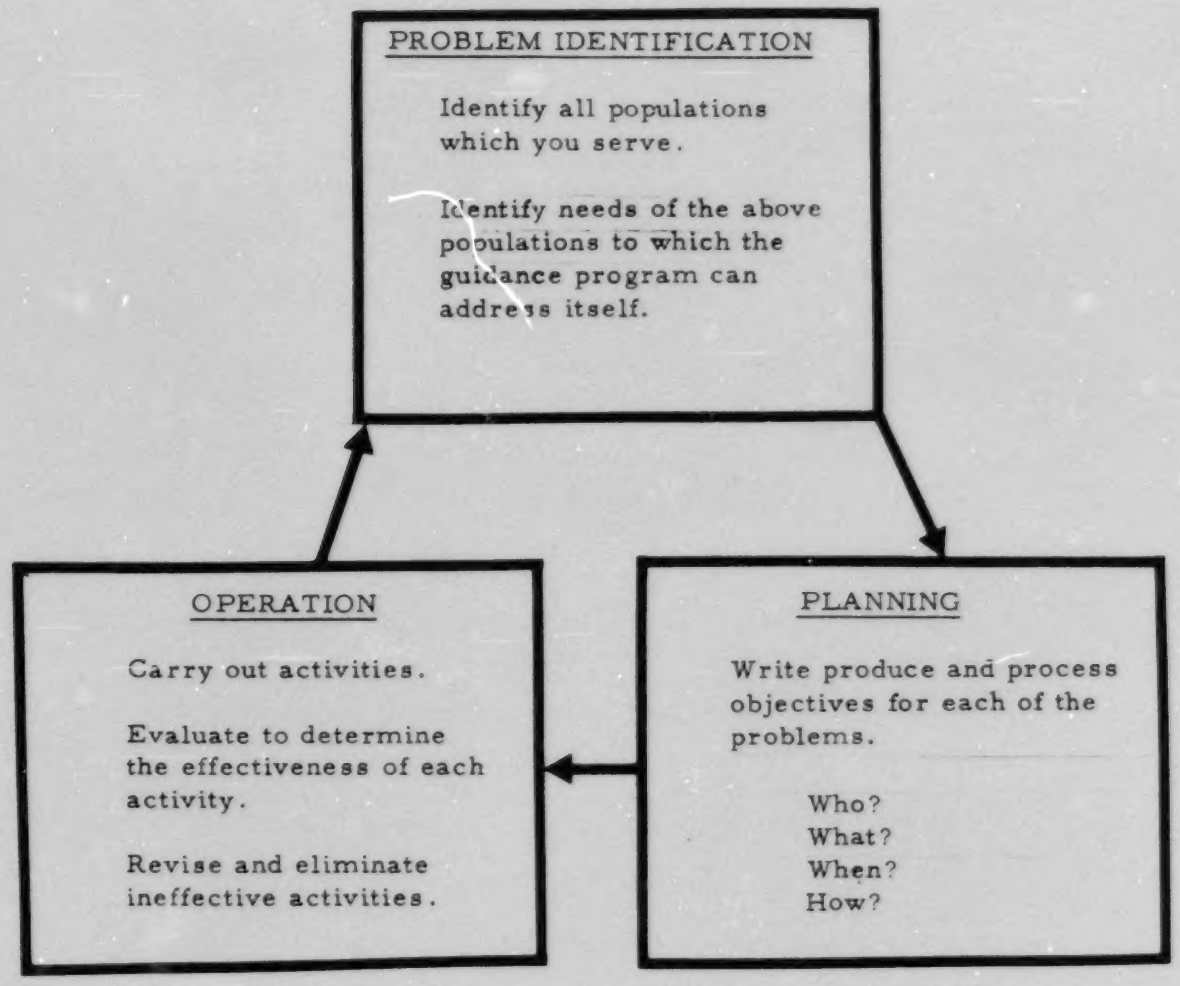
The levels of performance (a 50 percent decrease in dropouts) stated in many of the objectives here are only suggested and should not be taken to suit every situation.

The outcomes expected or levels of performance for objectives, once implemented, are determined to a great extent by contingencies such as administrative support, freedom from quasi-administrative duties, etc. Therefore, these conditions should be stated and understood by the counselor and those evaluating his performance before beginning such a program.

MODEL FOR OBJECTIVE BASED PROGRAM

(Systems Model)

START


PROBLEM IDENTIFICATION
Identify all populations which you serve.
Identify needs of the above populations to which the guidance program can address itself.
PLANNING
Write produce and process objectives for each of the problems.
Who?
What?
When?
How?
OPERATION
Carry out activities.
Evaluate to determine the effectiveness of each activity.
Revise and eliminate ineffective activities.

A list of resource materials which could be used for implementation and evaluation of the objectives is included at the end of this chapter.

A Systematic, Needs-Oriented Objective-Based Guidance Program

A Definition of Concepts*

Indirect Counselor Functions

Those in which the counselor helps students through others; i.e., parents and teachers.

Consulting - Working with parents, teachers and the community for students.

Coordination and Administration - Organizing and supervising programs in and out of school which aid in meeting student needs.

Information - Informing concerned groups on matters which can benefit students.

Direct Counselor Functions

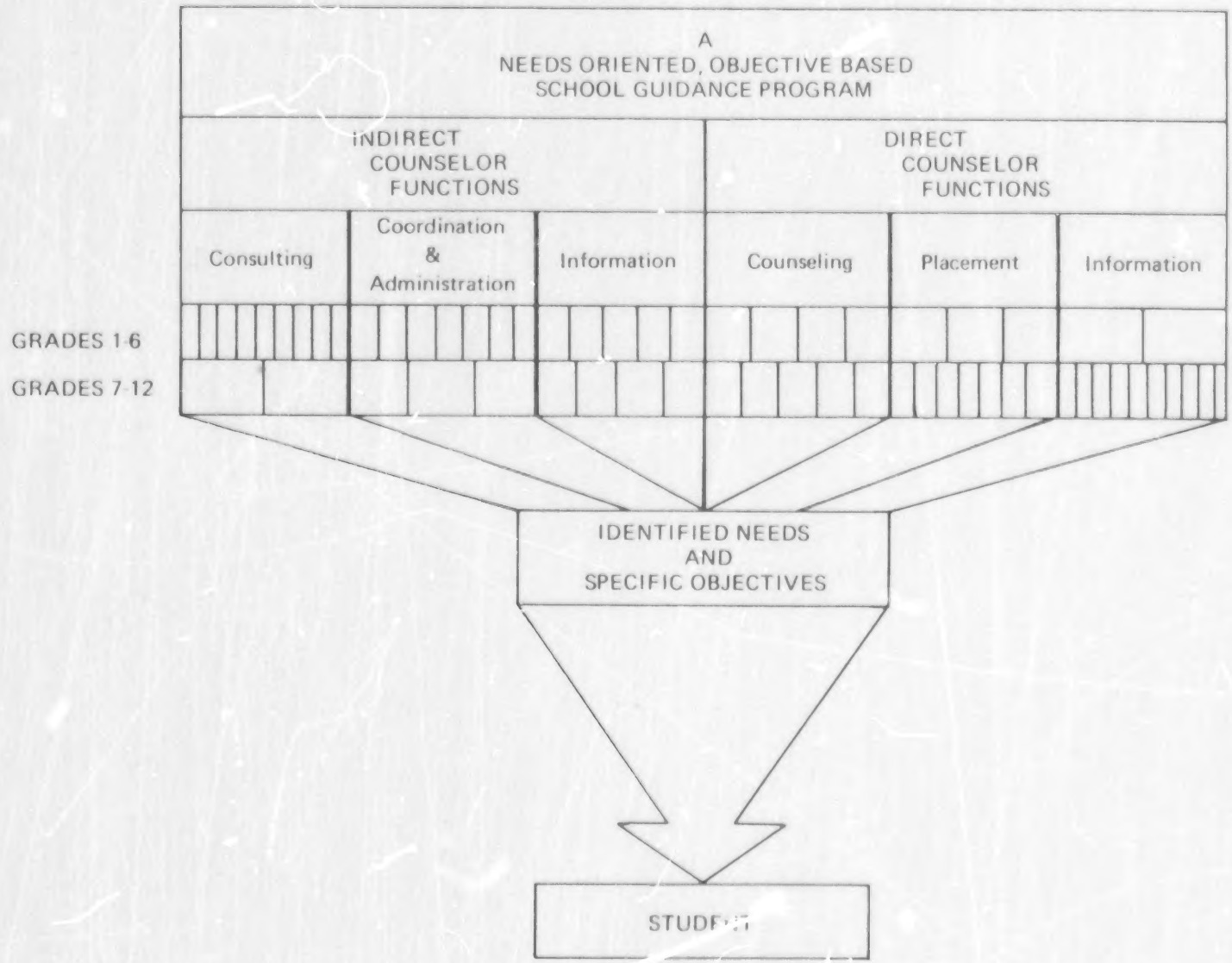
Those in which the counselor helps students in direct counselor to student situations, either in groups or individually.

Counseling - Helping students in groups or individually with needs of a more personal nature.

Placement - Providing guidance to students in groups or individually on making educational and vocational decisions.

Information - Providing guidance to students in groups or individually which can lead to more valid conclusions and subsequent decisions on the part of students about themselves and their careers.

*Included on the following conceptual chart


A
NEEDS ORIENTED, OBJECTIVE BASED
SCHOOL GUIDANCE PROGRAM
INDIRECT
COUNSELOR
FUNCTIONS
DIRECT
COUNSELOR
FUNCTIONS
Consulting
Coordination
&
Administration
Information
Counseling
Placement
Information
GRADES 1-6
GRADES 7-12
IDENTIFIED NEEDS
AND
SPECIFIC OBJECTIVES
STUDENT

Prior to writing the objectives included in this chapter the following points were considered.

Poor Examples of Objectives

To eat lunch in school lunchroom with students. (Process)

Set up two hours per week for group counseling for students with problems. (Process)

The student will come to recognize the relationships of his interests, aptitudes and achievements to realization of his career aspirations. (Product)

The student will recognize differences in others and will develop tolerance and flexibility in his interpersonal relationship. (Product)

To help students make the most effective use of their time and obtain the maximum benefit from school. (Product)

Good objectives should answer the following questions.

WHO?	Is/Are the population
WHAT?	Is the expected outcome
WHEN?	Will the activity be completed
HOW?	Will you measure the outcomes (criterion)

None of the examples above answers all these questions.

The two types of objectives utilize in this chapter are

Process objectives - which illustrate the methods or activities used to reach final outcomes.

Product objectives - these are the ultimate goals, the final outcomes expected, as a result of the en route or process objectives.

SIMPLE FORMAT OF THE MODEL

NEED AREA

Product Objective #1
- Process Objective 1
- Process Objective 2
- Process Objective 3

Product Objective #2
- Process Objective 1

Product Objective #3
- Process Objective 1
- Process Objective 2

NEED AREA

Product Objective #1
- Process Objective 1

NEED AREA

Product Objective #1

Using this format the school counselor could set priorities on needs, choose specific objective to work toward and determine effectiveness of processes.

CHAPTER VII

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Consulting

Grades One - Six

Establishing Positive Classroom Environment

Product Objective: To identify nature of classroom environment by end of two weeks of school as indicated by score on checklist of factors relating to classroom environment.

Process Objectives: Observe at least 10 minutes in each classroom by end of two-week period.

Ask each teacher how he/she feels about how things are going. At least 10 minutes will be spend with each teacher.

Record observation and teacher comments on checklist.

Individual Needs

Product Objective: To insure during pre-planning every teacher plans an initial curriculum based on realistic appraisal of individual and group needs of her students. Measurement is through observation of plans and/or materials used first days of school (Reading teacher and counselor are familiar with where students were working at end of year--keep abbreviated records.)

Process Objectives: To coordinate counselor's schedule with lead reading teacher, principal, etc., for task.

To review plans with any teacher who may need this help. Cooperative project with above people.

Academic Problems

Product Objective: To increase skill of parents in aiding their children with school work so that after three individual contacts with parents teacher and child report parent aid results in five to 10 more correct written assignments per week.

Process Objectives: Through information-giving and reinforcement develop parent's skill of recognizing units of improvement in their child's work--to extent parents will recognize a 75 percent improvement in skill that counselor notes by last contact.

Assist parent's planning suitable study space for child so that he does study in the location.

Through information-giving and reinforcement, develop specific tutoring skills parent need to help child with his particuluar problems. Evaluation is product evaluation.

Grading System

Product Objective: (If in graded system) Develop reporting system for students making poor academic progress which will not cause damage to their self-concept as indicated by 75 percent failing students reporting verbally they can accept their grades.

Process Objective: Discuss problem with principal and teacher. Come to decision on method.

Product Objective: To work with administration to develop a system of reporting academic progress so that students will develop positive self-concept regarding academic achievement. Measurement would be achievement of reporting system.

Process Objectives: Make literature pertaining to grading and reporting available.

Take opportunities to bring up topic in instances it would have created better results than present system.

Plan organized presentation of advantages and problems of decision makers in school or system.

Sit down with decision makers to make out forms and interpretations.

Self-Concept

Product Objective: To improve child's self-concept through working with the parent on understanding the effect of the family constellation upon the child to the extent the person making referral reports a positive change at the end of three weeks.

Process Objectives: Consulting with parents through the following steps:

Help parent identify problems so that he can verbalize about problems.

Help parent plan specific action for only one or two aspects of a problem at a time so that he can state a plan.

Aid parent with literature, specific behavior modification techniques, plan, etc. So that he/she can answer questions and discuss at next meeting.

Continually give the positive reinforcement for their courage in facing problems. Aid in action they take to solve problems to the extent he/she will continue to come for appointments.

Recognizing and referring serious problems to proper agency or specialist. He will be accepted by agency or specialists.

Product Objective: To produce changes in school environment by working with administration in areas which are generally regarded as being damaging to student's self-concept. Measurement would be by pre- and post-questionnaire to students concerning ratings of various policies specific to objectives.

Process Objective: Develop schedules which allow adequate time for movement between class, to restrooms, lunch, physical activities, etc.

Develop policies on student movement in the building which respect student's decision-making skills and responsibility for use of

Library

State

Laboratories

Gym

Supply rooms

Study areas

Audio-visual

and insure their freedoms

From molestation

From petty theft

To have useable equipment (vandalism)

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From yelling by teachers unaccustomed to movement in halls

Develop policies of discipline fostering responsible decision-making but protecting all students' rights.

Product Objective: To bring about changes in teachers' classroom management, reducing practices believed to damage children's self-concept. Measurement will be by improved pre- and post-rating on checklist of teacher behaviors.

Process Objecitves: Working individually with teachers on techniques of classroom management to bring about desired improvement. (See process evaluation under Product Objective on family constellation).

If needed, coordinate workshop for groups of teachers needing this help. (See Objective for workshops).

Use modeling to demonstrate techniques with low rating on checklist evaluated by improvement of two points on five points rating scale.

Unacceptable Behaviors

Product Objective: To improve behaviors of child which earn him negative reactions from others to the extent that teachers report improvement in three weeks.

Process Objectives: Counselor will develop unit on each area using SRA materials, Stech Series on Values, etc.

Develop behavior mod program for use with teacher for each type of behavior.

Have group counseling sessions using material from process one. (See product evaluation).

Have individual counseling sessions

Developing communication skills

Role playing using tape recorder

Develop positive game or play skills in healthy peer interaction.

Use material from A

Free wheel-get student to discuss problem and anything he considers related.

Develop behavior modification program with parents for each type of behavior. (Refer to other sections on Parent Conferences).

Academic Progress

Product Objective: To improve academic success of student through work with teacher. Measurement is by improved grades, good progress report, or printed acheivement tests. (Depends on school systems of reporting progress).

Process Objective: Step 1: Inform teacher of revelevant results of diagnostic process.

Step 2: Work out plans to get student instructed on level within limits of class and school organization.

Step 3: Coordinate with teacher, reading teacher curriculum specialist, librarian to get materials for all subject areas needed for student in his instructional level.

Product Objective: To change behavior of teacher who persists in putting student in situation in which they make failing grade and/or poor academic progress. Measurement would be a decrease by 75 percent of failing student in the class by next grading period (quarter). (This is after failure of counselor making personal contacts about several specific students).

Process Objectives: Find other ways to allow child success to let teacher see achievement behaviors of child - (Art-music-sports-plays-school projects--like making bulletin boards, citizenship clubs, etc.)

Discuss problem with administration to discuss feasibility and to formulate plans for behavior change. Measure is decision to drop problem or plans for action.

Coordinate or conduct workshops on classroom management, behavior modification, child assessment, child growth and development, materials used. Use pre- and post-measure of teacher behavior on checklist before and two weeks followng workshops.

Coordination

Grades One - Six

Program Activities

Product Objective: To plan basic outline of counselors' years work by end of first month based on problem identification activities.

Process Objectives: Collect written and mental notes, survey data.

Make list of goals of everything counselor would like to attempt for year.

Cut down to realistic size.

Plan goals for enough to determine money needed, people whose cooperation is needed.

Discuss goals with principal and pupil personnel and others affected with making time/money available.

Sketch broad outline of year's goals.

Pre-School Activities

Product Objective: Coordinate parent meetings for kindergarten for school year or duration decided upon.

Process Objectives: Plan with kindergarten staff.

Coordinate plans with principal.

Coordinate plans with mental health.

Coordinate plans with PTA for refreshment and nursery service aid.

Prepare for survey of parent and teacher needs and desire for parent group.

Compile survey-back to planning stage.

Product Objective: Coordinate parent meeting for first grade to extent program is open early in year and continued in desire is expressed.

Orientation (New Staff)

Product Objective: To introduce counselor to total staff first day of school.

Process Objectives: To plan content of introduction of counselor based on our major goals for this year.

To give talk to faculty.

Orientation (Staff)

Product Objective: To visit each staff member during pre-planning week to renew old relationships and to make usual offers to help in getting settled to people new to the community.

Process Objective: To make individual contacts.

Product Objective: To provide whatever help the above product may lead to.

Process Objective: Phone calls, contacts for facilities, community services, etc.

Product Objective: To identify goals or problems of every staff member which are apparent during pre-planning week.

Process Objectives: Contact each staff member for at least five minutes, during first week of school. (If staff member hasn't something pressing to talk about introduce conversation relevant to counselor services).

In this contact informally observe presence or absence characterisitics of teacher behavior which are associated with good planning skills and classroom orgainzation.

Make written notes goals or problems obtained in above contact for future planning.

Professional Improvement

Product Objective: To plan time for attending meetings and participating in activities connected with professional organizations... local, state and national educational and counselor organizations.

Evaluation is that counselor gets to 50-75 percent meetings of organizations geared to his needs. Additional evaluations or goal would be active pertication of 29-50 hours work with one or two organizations.

Orientation

Product Objective: To plan for first week of school.

Process Objectives: Assemble all written and mental notes of goals and needs. Evaluation implied.

Check general school schedule for anything applicable. Evaluation implied.

Fit into time allotted and establish priorities on what must be done. Evaluation implied.

Product Objective: To introduce counselor to each classroom of students by end of third week of school.

Process Objectives: Plan for brief introduction and activity for every classroom based on notes gathered in former activities of classroom observation, teacher and student comments and general school goals. Evaluation implied.

Prepare any pictures, stories, slides, questionnaires, materials needed for introduction. Evaluation implied.

Arrange suitable schedules for classroom visits of 29-30 minutes. Evaluation implied.

Visit each classroom and make introductory presentation.

Evaluation implied.

Product Objective: To familiarize entering first grade students and their parents with the school plant, the school program and personnel of the school. At the end of two weeks 98 percent of the students will be able to complete 90 percent of items on a questionnaire covering these areas.

Process Objective: Meet with first grade students and parents to discuss the school plant layout, programs and faculty. As students enter and tour the school in large and small groups, 95 percent of these first graders will be acquainted with the school facilities, program and personnel as evident by the above questionnaire.

Product Objective: To reduce anxiety of students during last month of sixth grade about going to junior high to the extent that a questionnaire will yield 75 percent positive answers regarding their feeling toward entering junior high.

Process Objective: Junior high students, elementary counselor and junior high counselor will present information about schedules, school rules and extracurricular activities, allowing time for questions and answers.

Product Objective: To have 95 percent of sixth graders successfully and correctly complete pre-registration for seventh grade including required and elective courses and complete registration forms to be turned in to counselor.

STUDENTS: NEW TO SCHOOL

Product Objective: To familiarize students new to school or school system with school facilities, staff and program. At end of one week students will respond with 95 percent accuracy to oral questionnaire.

Process Objectives: Meet with new students in groups or individually to discuss facilities, program and introduce appropriate staff. At end of one week students will respond with 95 percent accuracy to oral questionnaire.

Provide buddy system for new students. Satisfactory outcome is 95 percent accurate response to oral questionnaire concerning buddy system administered at end of one week.

Placement

Product Objective: To get written consent for special services when counselor's diagnostic process indicates need. Measurement is that child gets further professional diagnosis and/or special services.

Process Objective: To aid parents' understanding and acceptance of problem by

Presenting results of counselor diagnosis

Familiarization with facilities of school

Familiarization with facilities child needs

Encouragement for action parent takes to aid child

Telephone calls, aid in filling out forms, transportation, etc.

Follow through with progress reports

Product Objective: To place student in appropriate instructional level for reading his first day in school. At end of one week teacher will report 80 percent correct placement of reading assignments for student.

Process Objective: Students will be evaluated with Informal Reading Inventory and other measures if indicated and placed in suitable reading instruction situation.

Product Objective: To insure that by end of first week of school students are being presented with instructional materials suitable to their needs (based on continuous progress records, achievement tests coordinated with instructional materials and tests of ability plus diagnostic testing material if students fall out of normal progress evaluation. Evaluation implied.

Process Objectives: Coordinate with reading teacher and other personnel involved. Evaluation implied.

Observe in classroom where problem may exist. Knowing instructional levels, observe children's reaction to instructional material.

Aid teacher in better appraisal of students and selection of instructional materials.

Staff Collaboration

Product and Process Objective: To work out some rough planning schedule with staff members like principal, reading teacher, librarian, kindergarten coordinator, other counselors, to insure coordination of our activities by first two weeks of school.

School Staff Morale

Product Objective: To insure beginning of social activities on part of faculty during first week of school as measured by a happening.

Process Objectives: Plan or aid in planning schoolwide social activities.

Carry or aid in carrying through arrangements for such.

Clean-up.

Identify person or persons who would take lead in future planning.

Orientation to Special Services

Product Objective: To keep parents pursuing special services for their children to the extent 80 percent parents continue with services.

Process Objectives: Provide support and encouragement necessary through giving frequent, continuous, positive progress reports by telephone, correspondence or office consultation.

Provide further information for convenience and simplification of procedures.

Involve parents in school activities such as tutoring, school improvement projects, clerical assistants, etc.

Registration

Product Objective: To plan for registration during pre-planning week.

Process Objectives: Plan with principal and secretary

What forms are required by whom, by what dates, and with what consequences

Double-check current school boundaries

Check bus schedules and routes

How many people will be needed

Where in school will registration procedures be carried out

Method for getting students to classrooms

Procedure for trouble-shooting

Process Objective: Make sure all forms are available.

Estimate needs

Rough count supplies

Prepare or revise anything necessary as decided

Process Objective: Arrange for personnel, space and equipment as planned above. Evaluation implied.

Referral for Health Problems

Product Objective: To identify students with physical problems requiring correction for optimal school performance by third week of school. Evaluation implied.

Process Objectives: Prepare for SRA a brief survey of difficulties form and give to teachers during third week of school for general health, visual, hearing and speech problems. Evaluation implied.

Collect survey forms. Evaluation implied.

Compile list of any help needed. Evaluation implied.

Coordinate with county health nurse and PTA health committee. Evaluation implied.

Product Objective: To follow through with physical problems to insure correction of all possible problems, Evaluation implied.

Process Objectives: Carry through with any case parents or other agencies don't handle. Evaluation implied.

Note on calendar and check that actions were taken on children identified by and of second month. Evaluation implied.

Note on calendar and check that actions were taken on identified children two months later. Evaluation implied.

School Need

Product Objective: To maintain student cumulative record system for maximum usefulness. Evaluation implied. (Context determined by local school board.)

Process Objectives: Spend time with teachers developing their understanding of record system. Evaluate by quality of records teachers maintains.

Insure convenient and secure storage of records. Evaluation implied

Work with administration and faculty to update and revise record keeping system. Evaluation implied.

Devise methods for efficien- and confidential record handling

Between schools

Between office and classroom

Among special service personnel

Evaluation implied.

Product Objective: To maintain current personal record system.

Process Objectives: Plan time to record and analyze each personal contact.

Provide secure place for keeping confidential records. Evaluation implied.

Product Objective: To maintain counselor information materials in a manner so that they will be readily accessible.

Process Objectives: Plan time and estimate needs. Evaluation implied.

Procure storage place. Evaluation implied.

Beg and/or bargain

Borrow

Steal

Organize materials alphabetically using classification system devised by Jerry Roseberry for counselor workshop at West Georgia College as revised by the elementary counselors.

Product Objective: To plan time for daily and weekly organization of services.

Evaluation is 75 percent meeting goals of former day's or week's goals.

Process Objectives: Tally formal or informal evaluation.

Make decisions based on needs from above tally.

Prepare progress reports for local and state levels.

First Grade Readiness Testing

Product Objective: To make plans for first grade students who score low on Met Readiness Test for that provision will be made for instruction him on his developmental level.

Process Objectives: Confer with parents as to possibility to attend kindergarten or of setting realistic expectations

and accepting the child's stage of readiness.

Confer with teacher in setting realistic expectations and assigning the child work on his developmental level. Evaluation: whether the teacher demonstrates by assigning the child work in which he meets success.

Testing Program

Product Objective: To coordinate standardized testing program, i.e. Metropolitan Readiness, CAT, ITBS, etc. Evaluation is implied.

Process Objectives: To assess specific test needs.

To get tests ordered.

To receive and distribute tests. Review test procedures with persons administering tests.

To collect and arrange test booklets and/or answer sheets for scoring.

To interpret results to all staff members evaluated by questionnaire administered one month following interpretation indicating 70 percent positive response.

New Programs

To plan with individuals and groups organizing new projects for school plant, curriculum, equipment improvement. Success would be implementation of three to five projects for year.

Counseling

Grades One - Six

Disruptive Behavior

Product Objective: To work with teachers in grade four having identified five or more students with disruptive behavior problems in the classroom during the first six weeks of school and recommended to the counselor for help by the teacher.

Process Objective: Identifying affect progress by having students role-play positive behavior changes in class using tokens as reward. Fifty percent of these students will improve in their behavior during the first six weeks of school.

Behavior Problems

Product Objective: To use diagnostic process which yields plans leading to positive changes in behavior within three-week period for 90 percent of students diagnosed.

Process Objectives: Review child's record and obtain information about the following.

Family constellation

Problem of physical nature, health nutrition

Indications of neighborhood problems

Grades or progress records

Standardized test scores (Particularly if at variance with grades). Evaluation is implied.

Have individual interview with child.

Review items in record plus

Teacher-pupil interaction

School environment

Classroom environment

Behavioral problem of student

bad language

stealing

name calling

lying

fighting

poor social interaction (no friends)

cheating

destruction of property

Make 30-minute observation of child in situation in which he manifests behaviors leading to referral. Look for factors which reward behavior to see how class organization affects behavior.

Contact parents for further problem identification. (Same as above)

Contact other persons or agencies which have been indicated as affecting problem for past treatment history and any information they consider pertinent.

Contact child again to do any testing as needed:

diagnostic

ability

personal-social-self-concept, etc.

Discuss possible plans of action with student.

Discuss information counselor has gathered with him--freewheel until student gets involved with problem.

Contact person who make referral of child to review information gathered and to plan for action.

Refer to other agencies if necessary.

Coordinate actions of counselors, personal making referral, student and other agencies.

Take action--See objectives for each type problem.

See person who referred child for progress report.

Self-Concept

Product Objective: To work with students who have been referred as having poor self-concept so that by the end of three weeks the person making the referral reports significant positive change.

Process Objective: Diagnosis--(See product on diagnosis)

Suggested Actions: Actions

Poor self-concept stemming from relationship in family constellation

Poor self-concept stemming from physical, health or nutritional problem

Poor self-concept stemming from sibling relationships

Poor self-concept stemming from problems in neighborhood

Poor self-concept due to poor grades or academic achievement

Poor self-concept due to teacher-pupil conflict

Poor self-concept stemming from factors in general school environment

Poor self-concept stemming from students own maladaptive behaviors, lying, stealing, fighting, poor social interaction (no friends), name calling cheating, destruction of property

Product Objective: To improve the self-concept of students diagnosed as having problem of self-concept caused by nature of community to the extent that checklist shows 90 percent of students diagnosed indicate improvement in their self-concept during a six to ten-week period.

Process Objectives: Work with parents to help them define their position in neighborhood, their position on fighting, participation in activities, etc., to extent that they can verbalize and make plans of action.

Provide six to 10 weekly individual counseling sessions using the following steps evaluated as shown in Product Objective concerning family constellation.

Step 1: Help student define the position he is going to take.

Step 2: Help student develop communication skills:

Through role playing recorded on tape.

By developing play or game skills respected in neighborhood.

Provide six to 10 weekly group counseling sessions using above steps and evaluated as shown in Product Objective concerning family constellation.

Product Objective: To improve referred child's self-concept by helping child cope with health and physical handicaps so that person referring will report a positive change at end of three weeks.

Process Objective: By working with child to extent person referring will report a positive change at end of three weeks.

Step 1: Provide positive reinforcement to students for behaviors indicating feeling of self-worth.

For severe problems by providing individual counseling.

For mild problems by contacts in hall, lunchroom, etc.

Ask others in building to aid in observing and giving positive reinforcement.

If severe, through group counseling based on participation in some project which will give whole group recognition for achievement.

Career Awareness

Product Objective: At least 10 percent of the students in grades three and four explore career information that he feels is with his special interests and his ability to understand its correlation with academic subjects in order to achieve success in various academic skills. The students will increase their knowledge of work opportunities in careers by at least 20 percent within nine weeks.

Process Objective: Students will make a survey of various careers in the community and develop a unit on three occupations that they will explore within the nine weeks. A pre- and post-test will be given to these students. Parents who are engaged in occupations selected will be used as resource persons. Pre- and post-test on the career chosen will be compared to determined how much knowledge has been gained.

Sibling Relationships

Product Objective: To improve sibling relationships for students who have been diagnosed as having these problems during a six to 10 week period so that results of checklist show that 90 percent of students diagnosed have fewer problems with their siblings.

Process Objective: Provide six to 10 weekly individual counseling sessions using the following steps and evaluated as shown on Product Objective concerning family constellation.

Step 1. Identify problem by exploring student's feelings about specific situations.

Step 2. Reinforce student's positive expressions of worth.

Step 3. Review successes and failures of student plan and initiate new plans.

Process Objective: Provide six to 10 weekly group counseling sessions using above.

NOTE: Use either Process Objective. Evaluation of Process Objective as continued in Product Objective.

Work-Study Habits

Product Objective: To improve student's knowledge of work/study habits by five to 10 individual or group counseling sessions. Success will be student's ability to correctly answer 80 percent of questions on study skills test.

Process Objective: Use organized program of teaching study habits. Success for counselor is having 90 percent of students pass test.

School Phobia

Product Objective: To promote positive behaviors in child whose personal problems keep him from school achievement and attendance to extent that child shows progress on behavior rating scale of two points out of five on the items chosen to work by the end of three weeks.

Process Objectives: Use diagnostic processes as necessary.

Identify the positive behaviors expected with child.

Determine reward system including what reward is, who gives it, and when is it to be given.

Coordinate the arrangements of recognizing positive behaviors and getting child rewarded.

Make periodic review and revision of behavior modification program.

NOTE: If by professional observation more support is needed, use either of processes below.

Provide individual counseling including

Continuing to make child aware of positive and negative behaviors.

Pursuing child's feelings about bahavior and changes he is making

Exploring suitable reward systems

Working out ways of alleviating attending fears.

Provide group counseling as with individual counseling.

Improving Maladaptive Behavior

Product Objective: To improve maladaptive behaviors by use of play therapy where more directive methods have failed to the extent that a positive change is observed by end of six to eight weeks.

Process Objective: Use guidelines as in Play Therapy by Virginia Axline.

Improving Student Academic Achievement

Product Objective: To improve student's academic achievement by use of play therapy where more directive methods have failed to the extent that teacher reports child performing 50 percent more academic tasks by end of six to eight sessions.

Process Objective: Use guidelines as in Play Therapy by Virginia Axline.

Information

Grades One - Six

Orientation - Students going to junior high from sixth grade

Product Objective: To reduce anxiety in students about going to junior high during last month of sixth grade to the extent that a questionnaire will yield 75 percent positive answers regarding their feeling toward going to junior high.

Process Objective: Junior high students, elementary counselor and junior high counselor will present information about schedules, school rules, extra curriculum activities, allowing time for questions and answers.

Product Objective: To have 95 percent of sixth graders successfully and correctly complete pre-registration forms for junior high during last month of school.

Process Objective: Counselor will visit each homeroom and discuss pre-registration for seventh grade including required and elective courses and hand out registration forms to be turned in to counselor when completed.

Develop Information Center

Product Objective: To develop and maintain information center on community resources.

Process Objectives: Send questionnaire home.

Compile list of people and places to visit.

Review and revise annually as population changes.

Acquaint Fifth Grade Girls with Facts of Menstration

Product Objective: To acquaint fifth grade girls with the facts about menstration so that at the end of the session 96 percent of the girls will be able to answer correctly 90 percent of the questions on a questionnaire prepared by the counselor.

Process Objective: Counselor and public health nurse will present verbal information, film and booklet on menstration to all fifth grade girls in one-hour sessions with each group counselor will administer above questionnaire at end of session.

Sex Education

Product Objective: To maintain an information file on sex education for use with children when specific problems or questions arise within bounds of local board policy.

Process Objective: Implied.

Appraisal

Product Objective: To interpret test scores to teacher groups to extent that teachers are able to answer at least 75 percent of questionnaire administered at end of group sessions.

Process Objective: Implied

Product Objective: To interpret test scores to teachers individually as requested to extent that teacher is able to verbalize satisfaction with interpretation.

Process Objective: Implied.

Product Objective: To interpret test scores to parent groups to extent that questionnaire administered at end of group sessions indicate 75 percent of parents satisfied with results.

Process Objective: Implied.

Product Objective: To interpret test scores to parents individually as requested to extent that parent is able to verbalize satisfaction with results.

Process Objective: Implied.

School Policies

Product Objective: To interpret school policies to staff and students through talking through individual problems relating to policies so that person reports satisfaction with solution.

Process Objective: Included.

Referral

Product Objective: To maintain an information file and list of resource persons knowledgeable concerning drug abuse suitable for use with children and adults.

Process Objective: Implied.

Career Awareness

Product Objective: To familiarize a class of twenty kindergarten children with career information so that 80 percent of the class will be able to recognize pictures of workers of different occupations in a six-week period.

Process Objective: Students will be shown pictures of various kinds of workers in different roles. Stories will be made up concerning worker's job and units will be developed in class. Through a word-picture game students will recognize 60 percent of the careers shown to the students of various workers.

Placement

Grades One - Six

Education Placement

Product Objective: To insure that by the end of first week of school students are being presented with instructional material suitable to their needs (based on continuous progress records, achievement test to coordinate with instructional material, and at least two tests of ability plus diagnostic testing material if students fall out of normal progress expectations).

Process Objectives: Coordinate with reading teacher and other personnel who may be involved.

As determined by above, observe in classroom where problem may exist. Knowing instructional levels, observe children's reaction to instructional material and nature of instructional material.

If necessary, assist teacher in better appraisal of students and selection of instructional material.

CHAPTER VII

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PART II - Grades Seven - 12

Upon identifying the needs in the populations he is to serve, i.e. decision-making skills, the counselor can use this index, which classifies objectives by need area, in locating objectives intended to satisfy the need. If the counselor is working with parents, he would look under Indirect Functions where he would find objective(s) dealing with the need identified, in this case, decision-making, which is listed under information.

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INDIRECT COUNSELOR FUNCTIONS

Grades Seven - 12

Consulting

Referral

Product Objective: Utilize school and community resources (school psychologists, school nurse, family doctor, etc.), through advice or referral. Keep record of referrals made and progress of students as result of referral. Have students indicate progress on counselor-made instrument.

Career Awareness

Product Objective: To provide 50 percent of the faculty with specific career information which they can utilize in interlocking career information with subject areas. Teacher competency in these activities will be evidenced by all involved as determined by counselor-rating scale and student comments.

Process Objectives: Make two to three presentations in faculty meetings regarding interlocking career information and possibly use state of Georgia audio visual resources. Evaluation determined by checklist to which 50 percent of the faculty will respond positively.

Survey faculty to determine those who are interested. In consultation with those interested teachers, set up demonstrations and information regarding resources and development of units.

Make demonstrations in classrooms of participating faculty members which relate to each subject area. Counselors should demonstrate specific activities and help faculty develop further. Each teacher involved will develop one unit on his own following this demonstration.

Prepare and make available to faculty of your school a list of occupational resources within your school. Fifty percent of those questioned will find this information helpful.

Consult with faculty members on utilization of occupational resources by students in themes,

reports, panel and general discussions, etc. Encourage faculty members to develop materials relating their subjects to actual work experiences. Fifty percent of those polled will answer "yes" when asked if they are involved in this type of activity.

Behavior Problems

Product Objective: To reduce classroom disruptions in a selected group of students, referred by teachers, by 50 percent as recorded by classroom teachers after six weeks.

Process Objective: Teacher records each student's class disruptions for one week. Five group sessions with ten or less students identified as "problems", one hour each for six weeks utilizing discussion and role-play. Teacher will record individual disruptions for one week following last session. Student referrals for misbehavior will decrease by 50 percent.

Parent-Child Relations

Product Objective: To make parents of eighth graders aware of ways to improve communications with their children to the extent that 60 parents respond correctly to a questionnaire given at end of one to three session(s).

Process Objectives: Invite parents to make appointments to attend one of three small groups (10 or less), to be held at night. Invitations will be sent by mail and through the mass media. Spot check among parents will determine which method of invitation was more effective.

Administer pre-test (communications skills) at beginning session. Present communication skills program which includes (ways to improve communications with children), by use of filmstrip, role-playing, and discussion. Administer post-test on (communications skills test at end of meeting to determine effectiveness of program). At least half of the group will perform at "helpful" levels.

Peer Relationships

Product Objective: To enable parents to accept peer relationships as a natural developmental process of adolescence to the extent that student conflicts brought into the school

from the community are reduced by 50 percent at the end of the first three months of the school term, as tallied by the counselor. This tally will be compared to the previous year's records of problems.

Process Objectives: Administer pre-test of five items to parents at PTA meeting to determine attitudes toward peer relationships. Use results to lead discussion. Have slides, films, books, pamphlets ready for references in meeting, if needed. Have prepared a list of reference materials to hand out to parents at end of session.

Use second PTA meeting for discussion group on peer relationships. PTA notices will include announcement of program, as well as local radio stations and local newspapers.

Post-test parents with the same five-item test it see if they changed attitudes toward peer relationship. Have parents indicate on same post-test whether there is need for second session. Plans for second session will follow as determined by answer.

Check at end of three months with faculty to see whether students conflicts are reduced by 50 percent.

Five Item Checklist for parents concerning peer conflict.

Check yes or no -- Do Not Sign

_____Does your child tell you about his problems?
_____Does your child change friends often?
_____Does your child "hate" school or use excuses to stay out of school?
_____Does your child spend much time by himself?
_____Does your child spend much time on the telephone?

Values

Product Objective: To inform a selected student population of the values affecting job effectiveness to the extent that 80 percent will be able to identify three values on a questionnaire.

Process Objectives: Schedule representatives from local businesses to speak to selected students on values pertinent to job success. Evaluate by feedback or student interaction at time of speech.

Contact educational and vocational planning of the civic organizations asking if they would undertake a project of value awareness. Follow up to see how many projects were implemented.

School Phobias

Product Objective: To instruct parents and teachers in understanding and helping children with school phobias to the extent that those exposed to instruction can identify symptoms and prescribe treatment.

Process Objectives: Work with teachers on understanding phobia problems; suggest methods and approaches teachers might use in presenting materials to students in such a way that they might perform with a degree of success in spite of phobia problem; observe students in formal and informal situations to see if this procedure is working. Evaluate teachers through verbal contacts.

Through conferences and/or other means make parents aware that their children have school phobias. Make suggestions as to how they might help their children with this problem. Keep written record of contacts made, suggestions given, responses of parents; observe and interview student on progress as a result of parent contact. Responses will be used for evaluation of parents.

Dropout Prevention

Product Objective: To make parents and the community at large cognizant of the dropout problem and of how they can help to reduce it. Sucess will be determined by an increased willingness and active participation by these groups.

Process Objectives: Have conference with parents of identified potential dropouts. Make parents become aware that the problem exists; make suggestion and listen to suggestions of parents. Response of parents will be evaluated.

Meet with persons in the community (referral agencies, businessmen, industry, civic organization, etc.) as often as possible during the school year, who could be helpful to potential dropouts and dropouts. Explain and discuss the problems of these students. Evaluation will be determined by an increase in cooperation of those contacted.

Interpersonal Communications Skills

Product Objective: To model effective interpersonal communication skills with teachers and staff during the school year to the

extent that 75 percent of staff will understand, respect and accept the role of the counselor.

Process Objective: Present the role and program plans of the counseling staff during pre-planning. Set such an effective example of interpersonal communications in implementing the program during the school year that an increase in faculty cooperation is noted.

Product Objective: To work with teachers on interpersonal communication skills during the school year to the extent that 95 percent will improve interpersonal communication skills, i.e., listening, responding, clarifying. An inventory during pre- and post-planning observation during the school year will be the means of evaluating.

Process Objectives: During pre-planning or at some appointed time during the beginning of the school year, bring in an authority in the area of interpersonal communications to speak and demonstrate to the faculty. Spot verbal comments will be used for evaluating.

Have six to eight small group sessions with teachers who share planning periods. Discuss interpersonal communications; share skills which might be used. Responses of teachers to these groups will be the evaluation.

Six to eight small informal group sessions weekly during lunch periods. Teachers and students will meet together to share feelings, attitudes, and concerns about each other and the total school. An inventory will be given before sessions and after sessions have been completed.

INDIRECT COUNSELOR FUNCTIONS

Grades Seven - 12

Coordination

Testing Program

Product Objective: To develop a plan for a testing program, planning a calendar for the year.

Process Objective: Coordinate the testing program involving administrators and teachers.

Work with other professionals for planned use of test results.

Interpret test results to parents, students and teachers.

Evaluate administration, interpretation and use of test results. Use checklist with each type of activity.

Product Objective: To effectively coordinate the junior high testing program within a two-week period preceding fall and spring test schedules to the extent that 80 percent of the students and teachers register positive responses to verbal questions.

Process Objectives: Collect and organize materials and supplies. Locate test materials and supplies in an accessible area for distribution checkpoint and collection checkpoint. Test administrators will record comments on efficiency and accuracy.

Inform in advance students, parents and community of testing program and purposes.

Hold in-service meeting to familiarize teachers and others who administer tests with test materials to be used, with procedures and schedules to be followed in administering tests and provide experiences assistants to aid new teachers where needed.

Information Center

Product Objectives: To keep the information center current by a bi-annual survey of student needs. Eighty percent of students who seek information will indicate a positive response to the question, "Did you find what you need?"

To coordinate a job placement center so that 95 percent of those students requesting placement assistance are placed.

Process Objectives: Survey the local firms for existing jobs and inform the students of these jobs by use of bulletin boards and bulletins.

Invite an employment counselor (re: State Labor Department) to talk with students in groups (re: Vocational English, Career Classes, re: PECE, DCT, CVAE, etc.), about available jobs, interviews, skill requirements and personality factors in obtaining or failing to obtain employment. Ask the students to give five criteria for getting a job.

Send out a quarterly questionnaire to local firms to determine the jobs available and predicted availability of jobs. Use the number of questionnaires returned to determine the value of such a method.

By use of PTA programs, guidance bulletins or articles in the local newspaper, familiarize the parents with the materials available in the placement office. (Invite parents, community leaders etc., to participate in Career Day activities or program planned by the school.) Survey 20 members of the population by phone (parents, employers, etc.), to see if they are aware of the program in the school.

Job Placement

Product Objective: To set up a job placement center so interested students may obtain part-time employment. Effectiveness of program will be determined by survey of students involved in program to the extent that 60 percent of those involved indicate satisfaction with service.

Process Objectives: Students may register as participants in the program by completing an application form and returning it to the guidance office. Availability of program is announced to the students through school newspaper, posters and intercom.

Applications are filed by sex and work-interest area.

Prospective employers are contacted and asked to complete a questionnaire which indicates what type of employment if any would be available.

After questionnaires are returned, types of jobs are placed in categories.

Two or three persons are sent to the employer who selects the one he wants.

Students report to counselor on job interview and give specific details about job.

Evaluation

Product Objective: To make needed adjustments in objectives and outcomes of the school guidance program for the coming year, so that the effectiveness of the program can be determined by a survey of parents, students and faculty.

Process Objectives: Prepare teacher, students and community survey to determine needs.

Hold meeting of guidance committee to plan changes in objectives after the counselor has summarized the effectiveness of the year's objectives.

Prepare objectives and adjust outcomes as needed.

Product Objective: To set up the objective-based guidance program within the junior high school to the extent that the guidance staff will utilize at least 50 percent of the objectives by the end of the school year.

Process Objectives: During pre-planning week, hold in-service sessions to acquaint the guidance staff, faculty and administration with the objective-based program.

Assess current needs of school population. Need priorities will determine selection of objectives to be implemented.

Evaluation will consist of a count during post-planning sessions to determine the number of objectives implemented.

Research - Peer Counselor Training

Product Objective: To train select students as assistant leaders for peer counseling to the extent that 75 percent will improve their facilitative communication two levels on the Carkhuff Scale after six sessions, as rated by three judges (counselors from other schools).

Process Objective: Select students for training program from volunteers who have been active in group work. Measure communication skills by judging responses according to Carkhuff Scale. Hold six one-hour sessions with discussions of empathy, acceptance, genuineness, self-disclosure. Use role-play to measure effectiveness.

Product Objective: To train selected students to inform other students of materials available on careers in the counseling department. The results will be measured by a checklist on which 80 percent of the students receiving information indicate "yes" to the question, "Did the student assistant help you find information?"

Product Objective: To train selected students to assist other students in making appropriate course selections. Effectiveness of the training to be measured by two instruments: (1) An evaluation of knowledge through counselor-made instrument with 85 percent of students quizzed receiving a perfect score. (2) An evaluation of effectiveness through student opinionnaire with 75 percent of persons involved answering "yes."

Process Objectives: Weekly group sessions will be conducted during the first quarter to train selected students to be able to explain academic requirements and to be able to assist students in making appropriate choices which will be measured by a quiz.

Seven weekly group sessions will be conducted to train students in interpersonal communication skills (Carkhuff Model) to the extent that they can make minimum interchangeable responses according to the Carkhuff Scale. The evaluation of this objective will be conducted by the counselor and other group members.

Product Objective: To establish a committee of students, teachers, counselors and administrators to measure at the end of the term the effectiveness of the peer counseling program. This effectiveness will be determined by a report that includes recommendations and suggestions.

Process Objective: The established committee will submit a report on the effectiveness of the peer counseling program through recommendations and suggestions.

Record System

Product Objective: To develop a complete records system so that all students will have adequate records, which include academic

records, interest inventories, personal data sheets, test scores and other pertinent information.

Process Objectives: Make a listing of all pertinent information needed by the school for later reference.

Check information already in the student's folder.

Administer needed inventories, personal data or test to bring all records in line with school needs. Use checklist to see if essential information is obtained for each student.

Referrals

Product Objective: Construct a referral chart of needed services, listing person, service telephone number and address. (Completed chart is measuring instrument)

Process Objectives: Contact individuals and agencies to which the counselor may need to refer students, enlist the readiness and cooperation of these agencies, record information relating to services available for students.

Utilize referral services.

Follow-up referrals, requesting that students return to counselor's office to report progress.

Follow-Up

Product Objective: To identify the status of previous graduates to provide students (grades 10-12) with post-high school opportunities available to them. This should be completed before the end of the first semester of school. The degree of success can be obtained through class presentations, student's reaction to a short questionnaire.

Process Objective: With the help of a group of present students, the counselor will contact graduates by phone, letters or by personal interview. The counselor will compile data. Organize data and share with classes (10-12), by use of graphs, newsletters, reports to school and local papers. Value of the activity will be determined by the number of students responding that the information was interesting and helpful.

Tutoring Service

Product Objective: To organize a tutoring service for students who are failing at the end of first six weeks using students as tutors who have shown proficiency in the necessary areas. At the end of the second six weeks 60 percent of the students will raise their grade one letter grade or better.

Establishing Objective Based Guidance Program

Product Objective: To involve the total school counseling staff in the objective-based guidance program, to the extent that each counselor will have utilized at least five of the objective-based products on areas of identified needs by the end of the school year.

Process Objectives: During the first month of school have the total counseling staff meet to assess critical needs of the school population. Determine a concensus of critical needs of each grade level population.

Solicit the cooperation of the school administration in the initiation and implementation of the objective-based guidance program, by discussion of critical needs of the school population.

Determine faculty needs and concerns through small group discussions and solicit their cooperation in the needs assessment and implementation of the objective-based program.

After a complete needs assessment and consultation with administration and faculty, each counselor implements at least five complete objectives (products and processes) with a complete evaluation and write-up of the degree of attainment of the objectives.

During post-planning present to faculty the score and results of the program. Build activities for next year on outcomes of this year.

Follow-Up of Each Year's Dropouts

Product Objective: To have available by the end of the school year a written file on 80 percent of the year's dropouts. (Information included in file: name, address, telephone number, age, date of birth, grade completed, number of units, parents' name, date of withdrawal, reasons for withdrawal, action taken by counselor, referrals made by counselor, information concerning situation, present status, future plans and recommendations.) The file

itself will be the evaluation of this objective.

Process Objectives: At the end of each attendance period teachers will turn in names of all withdrawals. These students and their parents will be contacted to find out their status. If students are dropouts a written file will be kept.

At the end of each month make a compiled list of dropouts and their present known status. Give copies to teachers, visiting teacher and school social worker. Work closely with these persons in counseling at least 75 percent of these students on their future plans. The evaluation procedure will be the number of persons actually counseled.

By the end of the school year be able to identify 95 percent of all dropouts. Know the status of 75 percent and the future plans of 50 percent.

Guidance Program Offerings

Product Objective: To promote the utilization of guidance services by teachers to the extent that 80 percent of teachers properly use guidance services during the year as determined by check of referral forms and interview schedules at the end of year.

Process Objectives: A handbook describing the guidance program will be issued to each teacher the first day of pre-planning. A spot check of teachers will determine the utility of the handbook.

During pre-planning week the counselor(s) will present guidance program offerings to teachers at a faculty meeting by use of filmstrip, hand-outs, role playing and discussion. A spot check among teachers will determine effectiveness of the presentation.

The guidance committee will prepare a newsletter each month to make teachers aware of counselor activities. A spot check among teachers will determine the utility of newsletter.

At the end of the year check referral form and interview schedules to evaluate program.

Guidance Committee

Product Objective: To aid in the establishment, activation and implementation of an on-going guidance committee with faculty and parent members, and counselors as exofficio members, to aid in the total planning and evaluation of the guidance program. Evaluation will be determined by the overall effectiveness of the guidance committee's contribution to the objective-based program and will be based upon subjective counselor decision and committee members' own personal evaluation of their effectiveness at the end of the school year.

Process Objectives: Counselors solicit the aid of the administration in naming a guidance committee of faculty (and parent) members, and its activation (i.e., support for a scheduled regular meeting time, discussions, etc.)

Counselors serve as coordinators and consultants, when needed, as exofficio members, and provide information needed.

Counselors keep log of guidance committee recommendations and information and provide feedback or follow-up information about products and processes utilized.

Periodically review records to delete unnecessary information.

Through orientation processes inform students of the existence and use of these records and students' rights regarding the information contained in these records.

Through orientation or information processes inform parents of the existence and use of these records and their rights regarding the information contained in these records.

Establish procedures and policies for legally and ethically dispersing information from permanent records. Publish these procedures and policies for students and community. (See statement of State Board of Education)

Through teacher in-service meeting inform the faculty of the procedures for using records and their responsibilities for accurate record keeping.

The professional in charge of records will periodically examine records to evaluate the accuracy of information and will counsel with other professional who submit

information to insure accuracy.

The committee will meet at least once each grading period to evaluate the ongoing system, and to make recommendations for change where necessary.

Registration - New and Returning Students

Product Objective: To coordinate registration of new and returning students so that pupils, school and parents can plan by end of school year (and as they enter during the year) courses of studies in terms of pupil needs for 90 percent of population. A count of approved schedules will serve as verification.

Process Objectives: Hold panel discussions (consisting of students council member, activities representative and counselor) in feeder schools; invite parents to panel; distribute course descriptions and requirements for next grade; conclude with question and answer period. Sample clarity of information by verbal response from 20 students and parents.

Prior to pre-registration for returning students, hold faculty in-service on registration information emphasizing the need for study of permanent records. Teachers will be given a short questionnaire. (see below)

Announce spring pre-registration and pre-school registration via radio, TV and news media inviting parents to participate in their children's course of study. Evaluate by tabulating number of responses in person, letter or phone.

NOTE: Guidance committee is an excellent resource for the counselor to relate interpersonal communication skills to faculty and parents.

Orientation

Product Objective: To establish and maintain an operable line of communication between the business-parent community and the school (faculty-students) throughout the school year to the degree that 20 percent of the resource persons available will actively participate.

Process Objectives: Set up a community-school Personal Pool by compiling a file of (a) faculty and students names, topics and interest areas. Share copies with other staff members, student organizations, community organizations

and other schools in the area. (b) Community resource persons whose services are available to inform and involve students and faculty.

Coordinate (a) students and school staff volunteers in community activities through churches, social clubs, professional and occupational organizations to provide information and entertainment. (b) Community (business-parents) by student contacts, inviting support and participation in fostering programs and promoting the study of manpower development.

Measurement for Process 1 and 2: The number of actual exchanges in resource persons from total number of contacts on file will be the determining measure.

Records Center

Product Objective: Coordinate the records center so there is an adequate means of gathering and storing data on individual students and so the confidentiality of this material is maintained. Of a sample of students, parents and professional personnel records 95 percent will demonstrate satisfaction with the center of an opinionnaire.

Process Objectives: Form a committee of teachers, parents, counselors and administrators to determine the kinds and amounts of information to be gathered by the school and the reasons (for publication) for gathering this information.

Designate a secure area for permanent storage of confidential material.

Design a system for use that maintains the confidentiality and security of these records.

Have parents sign planned course of study. Count number of signed sheets for percentage.

Categorize all pre-registrants, repeat during preschool registration, according to needs. (Example: number of repeat courses, number of handicaps, number needing corrective reading, etc.) Tabulate needs and place.

Rules and Regulations

Product Objective: Establish by the end of the school year rules and regulations consistent with the philosophy of the school as agreed upon by students, teachers and administrators.

Process Objectives: By the end of the first quarter meet with teachers; have them air their feelings about rules and regulations. Ask teachers to select one teacher to represent them on a committee to study and, if necessary, rewrite rules and regulations.

No later than the end of the first quarter meet with representatives of student body. Have them discuss rules and regulations and select persons to serve on committee to study and rewrite rules.

Form a group activity of teachers, students and administrators to study and write rules. These policies will be established at the end of eight meetings. Upon establishment of policies, total school populations (teachers, students and administrators), will be asked to verbaliy agree to consistently follow and enforce policies.

Research (Curriculum)

Product Objective: To conduct a survey (one year after graduation) to determine the relationship between students' post-high school activity (job) with his high school preparation. When 70 percent of persons surveyed respond, the objective will be accomplished.

Process Objective: Conduct a career survey follow-up questionnaire similar to the following.

Job activity report

exact job _____
full time _____
part time _____

Student program in high school

college prep
vo-tech
general

To what extent is your present job like what you planned in high school?

exactly as planned
similar
not related
no response

How well do you feel high school prepared you for present job?

very well
reasonably well
fairly well
below average
poorly

Satisfaction with job

highly satisfied
reasonably satisfied
somewhat dissatisfied
very dissatisfied

To what extent was your schooling like what you planned to do when you left high school?

exactly as planned
closely related, but not exactly
not related

Process Objective: Disseminate results of career survey follow-up to faculty, civic clubs, area colleges and vo-tech schools.

Dropout Prevention

Product Objective: During the present school year the school dropout rate will be reduced by 50 percent as compared to the past school year.

Process Objectives: Revise the school curriculum so that it will include course offerings that meet the students' interests as determined by a survey or interest inventory.

To organize a homebound service for pregnant students and remedial and tutoring services for students who are failing and frustrated and who have been identified as potential dropouts by teacher observation and rating scales.

Product Objective: To reduce dropout rate of assigned grade level by 50 percent during the school year.

Process Objectives: During the second six weeks of school begin identifying potential dropouts through the use of an interest inventory, teacher observation, etc.

During the first six weeks of school show a film in an assembly or homeroom to point up the despair and hopelessness caused by dropping out. This is followed up with a panel discussion. The panel could be made up of dropouts who have returned and made it, and those who left and haven't been successful. Ask teachers to serve as leaders in these discussions. Use verbal spot checks with teachers and students to evaluate this process.

Provide individual and group counseling to potential dropouts. Discuss the reason for their feelings and arrive at solutions to their problems including alternatives. An examination of individual attitudes, abilities and interests will be an integral part of these discussions. A pre- and post-inventory of attitudes, abilities and interests will be given. Have

Have conference with parents of potential dropouts when identified. Make parents aware that the problem exists; make suggestions and listen to suggestions of parents. Response of parents will be evaluation.

Meet with persons in the community who could be helpful to dropouts and potential dropouts (referral agencies, businessmen, industry, civic organizations, etc.).as often as possible during the school year. Explain and discuss the problems of thses students. Evaluation will be the help given by these contacted persons.

INDIRECT COUNSELOR FUNCTIONS

Grades Seven - 12

Information

Teenage Pregnancy

Product Objective: To disseminate information to the parents concerning opportunities for pregnant teenage girls to complete the school term to the extent that 50 percent of the parents will attend one information session individually at the beginning of the school term and will indicate on a random check that information was gained.

Process Objectives: Contact parents by written notice at the beginning of the school term for one information session. Spot check students as to interest of parents in coming to session.

Hold the session. Explain the procedure for referral of pregnant teenage girls to the counselor, also the services available through the home-bound teacher. Do a random check to see if parents gained information.

Testing

Product Objective: To explain the testing program so that parents and teachers will understand the uses of the national, state and local tests to be administered. This objective is to be measured by positive answers to a questionnaire by 50 percent of persons selected at random.

Process Objectives: Inform teachers of uses of the national, state and local testing program. See measurement in objective below.

Through a newsletter, newspaper article and/or parent-teacher-counselor meeting inform parents of the uses of the testing program. On a questionnaire 50 percent of persons (parents and teachers) will indicate an understanding of the uses of the counseling program.

Product Objective: To inform new faculty members of the school testing program, administration, interpretation and use of the results so that 90 percent of new faculty members can respond positively to an informal survey about the testing program.

Process Objectives: Schedule a group session with all new faculty members, presenting pertinent data about the administration and purpose of tests, how faculty can indirectly affect attitudes about testing and how faculty can relate scores to course content. Answer questions of faculty members.

After completion of the testing, schedule second group session for the purpose of interpreting the test scores and further discussion of the use of scores for subject matter teachers. Survey faculty to determine whether they understand and can use information.

Individual consultation sessions with faculty members who have further interests and concerns about the test interpretation and use. Question these faculty members about their understanding.

Conduct two one-hour sessions with new faculty members. Show of hands at first meeting, will determine the group familiarity with terms used in testing; specific test used; correlating test results with academic program. Give information as needed. Display testing materials. Discuss tests used routinely at each grade level and also specific test and psychological services available on request. Give examples of using test results in planning lesson. Verbal response at end of second session will measure effectiveness.

Follow-up

Product Objective: To provide the faculty with information relative to the educational and vocational status of its recent (two - five years) graduates to the extent that 95 percent of the faculty will be aware of and have at their disposal the statistics of its graduates to be used in curricular planning. This information will be given during post-planning week. A short questionnaire will be given to faculty to access the worth of information.

Process Objectives: Counselor will compile graduate report and make information available to faculty in in-service meeting during post-planning week. Transparencies, graphs and other visual aides will be used to show types of school attended, number of unemployed graduates, number in various cluster occupations, number in armed services, number married and the like. A list of graduates' recommendations on how to better prepare students for their chosen endeavors will be shared with faculty. Evaluation will be done by oral responses from teachers.

Counselor will post on faculty bulletin board and in library all graduate success stories. Through informal conversations in hall, teachers' lounge and the like, note the use of articles by faculty.

Product Objective: To acquaint the parents and community with the present status of graduates as a means of communicating the work of the school and its need for community involvement to the extent that 50 percent of the parents and community people contacted will express a need for information.

Process Objectives: Give graduate report to parents in year's final PTA meeting. Use graphs, posters, transparencies and other visual aids to keep discussion interesting. Administer short questionnaire to get opinion of value of report.

Send graduate report to local and school newspapers. Use telephone to check with contact persons in local clubs, business and the like to determine the use of newspaper release.

Post Secondary Education and Financial Aid

Product Objective: To inform the faculty of the cost of post-secondary institutions and the availability of financial aid to be used in preparing students for post-secondary education. Pre-planning period is suggested for activity. Ninety minutes is suggested for activity. Ninety-five percent of the teachers will find use for materials as measured through an oral response from faculty.

Process Objective: Distribute a newsletter outlining the cost of post-secondary education and the available financial aid. Distribute letter during the regularly scheduled faculty meeting. By a prepared set of questions get teachers reactions at the end of second faculty meeting.

Product Objective: To acquaint eleventh graders and their parents who need information with the different types of educational opportunities, the cost of post-secondary institutions and the availability of financial aid to the extent that 75 percent of the participants use the information. The information will be given through a two-hour workshop. A questionnaire will be used for evaluation.

Process Objectives: Using a representative from a junior college, community college, state university and liberal arts college the counselor will arrange a program for one hour "Meet the Press" style. The representatives all will give a short talk giving those characteristics peculiar to their type school by way of introduction.

The counselor, parent and student representative will question the panel for pertinent information about their type schools. At the end, the counselor will open the house for other questions from participants. Evaluation will be taken at end of second session or workshop.

The counselor will announce and encourage parents and juniors to attend college "Probe" sessions. A list of colleges expected will be distributed. The scope of the "Probe" session, location and time should be given. Question group to find out if announcement has been made clear.

Post-High School Planning

Product Objective: During the school year, make the faculty aware of the post-high school educational opportunities available to students, so that the faculty can interlock and fuse the information into their curriculum. Seventy-five percent of the faculty will respond that they are aware of the educational opportunities available to students and have used the information in working with students in their subject area.

Process Objectives: Provide a list of materials and resources available in the counseling office which deal with educational opportunities, colleges, universities, vocational and career schools, that can be used by students and faculty. The use of this information by faculty will increase by 50 percent.

In one faculty group meeting, give a brief summary of the available post secondary educational opportunities in the immediate vicinity of the high school, emphasizing especially the new courses and programs in these schools. Spot check faculty on interest in and information gained from these sessions.

Product Objective: To make the faculty aware that they are involved in the process of helping students make more realistic choices of post-high school educational opportunities during the school year by presenting data of previous year's graduates. By the end of the year 90 percent of the faculty will respond to a brief survey in a way that indicates they know the general information about the previous year's graduates and have used this information in working with their students.

Process Objective: Summarize data of previous year's graduates, listing the number of students who attend each post-secondary school, take employment, etc.

Product Objective: To make the local civic clubs and interested public aware of the educational interests and choices of high school students, so that the community will have a more valid picture of the post-educational plans of students.

Process Objectives: Make available to educational chairman of civic clubs information in reference to interests and goals of students in order to correlate student goals and needs with community goals and needs. Results of this activity will be determined by an increase in activity and interest in the school by the community.

Prepare articles for local newspapers utilizing the information provided to civic clubs. A spot check of citizens will show an increased interest in school affairs after having read these articles.

Referral

Product Objective: To make parents of all eighth graders aware of the available out-of-school agencies and services during the first six weeks, so that a 20 percent increase in the number of parents needing services for their children during the year will utilize these services.

Process Objective: Make a listing of all agencies, defining each service in the community for resource purposes. Send a copy to all eighth grade families. Evaluation based on number that use agencies through school during the year.

Product Objective: To inform the parents of referral agencies outside the school to the extent that 50 percent of the parents informed will know at least five community agencies. Information will be given by use of students' referral guide. Select a representative member of parents from PTA meeting and administer checklist.

Process Objectives: Send letter home to parents by students informing them of the use of the referral guide made by students and encourage its use. Check with a sample of parents by phone to see if letters were received.

Have school newspaper feature various referral agencies throughout the year.

Guidance and Counseling Services

Product Objective: To acquaint parents with the counseling services offered by the junior high school counselors to the extent that 25 percent of the parents will avail themselves of the services during the school year.

Process Objectives:
1. Send a letter by students to parents, explaining counseling services.
2. At first PTA meeting, give brief discussion of counseling services.
3. Submit articles to local newspapers concerning services.
4. Present a program on local radio stations using time allotted to school system during first month.

Number of parents who use service will determine effectiveness.

Product Objective: To acquaint administration, parents, teachers and students with the goals of the counseling department during the first week of school so that 85 percent of all persons involved will use and participate in the counseling service. Run information group/service checklist. Have administrators, parents, teachers and students answer questions on a checklist to determine understanding of individual role in program.

Homebound

Product Objective: To inform students and parents of homebound services and to coordinate plans within the school to assist pupils classified as "homebound" at anytime during the year to the extent that all students, upon returning to school, can satisfactorily resume classroom work as evidenced through interviews with teachers and students.

Process Objectives: Include in student handbook information concerning such homebound services as; verification of absence by absence by donor; person to contact at school for requesting homebound teachers; services of homebound teachers; pupil responsibilities. Evaluation: In checking the knowledge which pupils have of information in handbook, (usually included in orientation) include questions, such as, when is a student classified as "homebound?" What services are available? What is student's responsibility in securing homebound services?

Upon notification of pupil's circumstances indicating need for homebound services, counselor contacts board office, giving required information and requests teacher for homebound student. Teacher then contacts pupil and counselor setting a date for assignments. Counselor give form (page 33 Handbook for Counseling in Georgia Schools) to pupil's teachers. Assignments are given to counselor who, in turn, gives them to homebound teacher. Evaluation: Homebound teacher reports complete or incomplete contacts and assignments have been made.

Counselor calls parent, pupil and teacher periodically during pupil's absence to offer assistance, maintain rapport and to lessen trauma of absence from school. Evaluation: Feedback of expressed feelings and requests determine degree of trauma and number of requests made.

After pupil has returned to school counselor will hold interview(s) with pupil and with teachers to determine status of adjustment, academically and psychologically.

Decision-Making

Product Objective: To interpret a student's test scores to parents so that 45 percent of those contacted will be able to help their child formulate more realistic goals concerning career preparation.

Process Objective: Inform parents by sending notices that test results are available and that they come in by appointment for reviewing results. Effectiveness of this effort will be determined by the percentage of parents attending and positive responses.

Orientation

Product Objective: To familiarize the parents of all junior high students coming from within the school system with junior high offerings and operations to the extent that 70 percent of the parents participating will respond positively to parent appraisal sheet, given during open house visit in October.

Process Objective: An invitation to visit school during week of open house will be mailed to parents. News media will be used to publicize the event. Percentage of parents attending will indicate effectiveness of school visit.

Product Objective: To make all faculty of upcoming students in feeder schools aware of curriculum offerings and student activities in the high school in order that they can help counsel and advise the upcoming students. An evaluation will be included in the session.

Process Objectives: Provide a handbook and list of course offerings prior to meeting. Spot check participants to determine utility of handbook.

Meet with teachers of incoming students, discussing curriculum and student activities at the high school answering questions. Orally quiz teachers on value of this session.

Product Objective: To make 50 percent of parents of students from feeder schools aware of the registration processes, rules and regulations by the beginning of school as determined by a questionnaire.

Process Objectives: With the help of the feeder school administration and faculty, schedule orientation session for parents, possibly a PTA program in feeder school in which information about curriculum and student activities is presented to parents, with a question and answer session.

With the help of feeder school faculty, have student take home a letter of vital information that parents should know about orientation and registration.

Individual information sessions with parents who contact high school in person or by telephone, answering questions, etc.

Individual tours of school plant for parents who visit high school.

Open house or PTSA program for parents of incoming high school students, with orientation question and answer sessions and tour of school plant.

Prepare article for local newspaper giving pertinent information about orientation and registration.

Placement

Product Objective: To offer a placement, counseling and referral service to former students or parents in the community who need assistance in finding occupation or education opportunities so that a follow-up study of those students or parents who contact the counselor will indicate that 70 percent of those received the desired service.

Process Objectives: Inform the community through a news release of the existence of this service, its purposes and its procedures. Requests for services will increase by 10 percent.

Interview each contact to establish his need.

Follow-up any referral or placement activity to establish progress of the student and appropriateness of counselor activity.

DIRECT COUNSELOR FUNCTIONS

Grades Seven - 12

Counseling (Needs)

Self-Awareness

Product Objective: To increase self-awareness of specific students who request counseling services or are referred for counseling. Seventy-five percent of students counseled will report by questionnaire that the experience was helpful.

Process Objective: One to 10 individual developmental counseling sessions.

Product Objective: To increase self-awareness of specific students who indicate a desire to participate in a five - 10 group session counseling experience in order that 75 percent will respond on individual questionnaire that the experience was helpful.

Process Objective: Five to ten group counseling sessions with selected students.

Product Objective: To assist students in examining their educational achievement to the extent that 75 percent of all students referred will develop positive skills and attitudes in order to improve their educational performance over a six-week period. Effects will be determined by using a pre- and post-attitudinal scale.

Failures

Product Objective: To decrease the number of failing math students by the end of the second six weeks so that 60 percent will raise their grade from at least F to D.

Process Objective: To counsel with all D and F students individually or in groups at least once during the first and second six weeks to identify problems encountered. At the end of each session the students will be able to list problems and list plan or plans to correct the problem listed.

Product Objective: To get selected students referred by teachers to recognize the advantages of high achievement in the classroom during the first two counseling sessions.*

*The effectiveness of this program will be determined by the number of students increasing their grades one letter grade or better and spot check response of teachers.

Process Objectives: To set up individual counseling sessions with students in order that they understand the problem.

Have conferences with teachers to get their opinions of problems and make concrete plans to be used.

Counsel with students, teacher and parents if necessary.

Decision-Making Skills

Product Objective: To assist eighth grade students in formulating realistic career goals which are consistent with scores on standardized achievement tests, academic performance, interest, and test of career exploration, as determined by subjective observation.

Process Objectives: Administer test of vocational choice. Conduct half-hour counseling sessions with students to discuss achievement test scores (statewide testing program scores to be used) and the correlation of these scores with academic performance. Vocational and educational information will be given as requested. Counselor will record any change in goals at the end of each session.

Three group sessions, one hour each, with students, using resource persons, audio-visual materials on careers and career preparation, followed by discussions relating the high school program (college preparation, career or general) to various careers. Survey to determine career awareness.

Implement two-year follow-up to determine if students selected appropriate educational program for career goals.

Implement five-year follow-up survey to determine effectiveness of career awareness program at eighth grade level.

Product Objective: Enable seventh and eighth students to broaden their decision-making skills during the first semester of the school year to the degree that 50 percent of the population will exhibit proficiency in making personal-social and educational choices. Use of student booklet, "Deciding",

listed below has built-in test. Teacher's check will suffice: (1) very proficient; (2) proficient; (3) less than proficient.

Process Objectives: Employ selected teachers to demonstrate the decision-making skills in their classrooms. In three group sessions train teachers to use the booklet "Deciding".

Classroom implementation of decision-making skills. The six basic steps are suggested.

(a) Identify and recognize personal values in relation to personal choices followed by group discussion
(b) Practice in seeking adequate revelant information
(c) Consider all possible choices
(d) Selection of best possible choice
(e) Take action on that choice
(f) Assume responsibilities for course of action taken. Evaluate feedback given the group for further discussion. A check by students verbal responses and teachers recorded observations will determine the percentage of students who learn to utilize skills.

Product Objective: To demonstrate the decision-making process to a selected population during first six weeks to the extent that 75 of those counseled can take a concrete situation and develop the steps in making a decision.

Process Objectives: Hold group sessions explaining the steps in the decision-making process and factors involved in securing data for decision making. Pupils will identify a personal problem necessitating a decision and list steps in arriving at a decision.

Counselor will help the selected population through individual interviews to personalize the facts. Counselor will evaluate the effectiveness of the product through student verbal response to a hypothetical problem.

Post-test sampling of student population will follow unit of study. Ranking post-test choices in comparison with pre-test ranking choices will yield positive results stated previously.
Six steps are suggested for use in the teacher-learning decision-making skills.
Identify and recognize personal values in relation to personal choices followed by group discussion.
Practice in seeking adequate, relevant information.

Consider all possible choices.
Selection of best possible choice.
Take action on that choice.
Assume responsibility for course of action taken.

Thus, a decision has been made. Evaluate feedback given by the group in future discussion.

School Phobias

Product Objective: To make 90 percent of students who have been identified as having school phobias overcome their phobias to the extent that they will attend classes three out of five times a week as indicated by attendance reports.

Process Objectives: To identify by the first quarter of the school term the students having school phobias as determined by teachers, parents, family doctors, the students themselves, other sources, and/or an inventory such as the Mooney Problem Checklist.

Prepare for faculty materials and referral forms to be used in identifying students with phobias. Collect referrals at the end of each week.

Have an interview with each student.

Work with students in counseling sessions, individually and in groups, once a week or more when necessary. Make students aware of phobia problems by actually describing their feelings; work out with students a list of ways they might deal with phobias and function with the least of fear.

Work with parents -explain phobia - solicit parent aid in working with child.

Product Objective: To aid the junior high student evidencing symptoms of school phobia in lessing anxiety levels within a period of nine weeks to the degree that affected student can return to active classroom participation.

Process Objectives: Individual counseling session with student to identify problem areas in school environment.

Consult with teachers of student to help identify inappropriate behavior and enlist teacher aide.

Initiate changes in school areas where possible.

Use desensitization techniques to lessen anxiety levels.

Evaluate each process through student interview asking which process was most helpful and teacher interview asking to rate the improved behaviors of the student.

In the event affected student shows no improvement

Identify problem areas in home environment: consultation with visiting teacher about home situation, consultation with parents, and initiate efforts to reduce pressures, if any, when identified. Evaluation will center on student's progress.

If no progress is seen:

Immediate referral to school psychologist upon receipt of parent's consent.

Peer Conflict

Product Objective: To help at least 75 percent of the students referred to the counselor and administrator for peer conflicts to solve their problems through two individual 30 - 60 minute sessions and three group sessions. The outcome will be determined by the lessening of the number of conflicts as reported by student and by the reports of teachers of observations of the behavior of the student.

Process Objectives: Individual sessions to help students define the cause of the conflicts and list at least two ways to eliminate their problems.

One group session weekly for three weeks to help students better understand themselves and others as evidenced by an attitude scale administered before and after group sessions.

Product Objective: To reduce peer conflict of selected students to the extent that 75 percent of those worked with indicate more positive attitudes toward peers on a questionnaire at the end of three or more group sessions.

Process Objectives: Administer the self-others questionnaire in first session to referred group. Study and compile results. In the second group session, use group discussion. Use third group session, if all areas of conflict are not discussed. Continue group sessions if students ask for them, as checked by show of hands or verbal requests.

Process Objective: Administer self-others questionnaire at the end of the group sessions. Conflicts will be reduced as checked by positive responses.

Student-Teacher Conflict

Product Objective: To eliminate student-teacher conflicts, referred by students and/or teachers, to the extent that 60 percent of students worked with respond positively to a rating scale.

Process Objectives: Administer a pre-test rating scale to the student to help clarify attitudes.

Conduct one one-hour counseling session with student to discuss the problem. The rating scale will be administered to the student at the end of the session to evaluate counseling session.

Conduct one one-hour counseling session with teacher to discuss his role in the conflict. To evaluate this session, the teacher will be asked to orally reply to a prepared list of questions.

Conduct one one-hour counseling session with student and teacher to discuss the problem. Rating scale will be administered to the student at the end of the session.

Individual Differences--Physically Handicapped Students

Product Objective: To improve the self-concept of physically handicapped students who are identified by teachers and counselors as having poor self-concepts so that students will manifest improved peer interaction as determined by observation.

Process Objectives: Contact faculty members and ask them to identify any students with physical handicaps.

During the first month of school work with these identified students individually in one to three counseling sessions. After three counseling sessions students will evidence a positive self-concept as indicated by a standardized scale.

With the students who continue to evidence poor self-concept, hold one to 10 group counseling sessions. At the termination of these sessions a standardized scale will indicate a positive self-concept.

A follow-up questionnaire will be administered to the teachers to see if there is noticeable increased peer interaction and evidences of improved self-concept in their judgement.

Individual Differences--E. M. R.

Product Objective: To improve the self-awareness of students who are enrolled in E.M.R. classes through individual and group sessions. Determine success on a subjective evaluation.

Process Objectives: Weekly group guidance activities throughout the year to inform these students of career and educational opportunities.

Individual counseling sessions with students as needed during the year to help the student to develop and set up realistic life goals based on test data.

Individually administer a test battery to determine the strengths and limitations of each student, his interests and aptitudes.

Maturational Adjustments

Product Objective: To provide information and counseling for individuals and groups referred with personal development problems, so that 50 percent of these students show increased maturity in bio-socio-psychological developmental tasks, as in Group Counseling: A Developmental Approach, Gazda, pages 105-109.

Process Objectives: Counsel with each student/group referred for sessions as needed. Students will identify concerns during conferences.

Use rating scale based on developmental tasks for student and counselor rating of progress.

Product Objective: To provide information and counseling for individuals and groups referred with personal developmental problems to the extent that 40 percent of students worked with show increased maturity in developmental tasks as determined by a developmental tasks scale given at end of counseling sessions.

Process Objectives: Meet with teachers at beginning of the school year to discuss personal development of students and related problems. Spot check among teachers will determine success of this meeting.

Conduct six one-hour group counseling sessions with students referred for personal-development problems. At end of counseling sessions, administer developmental tasks scale to determine effectiveness of sessions.

Parent-Child Relations

Product Objective: To improve parent-child relations to the extent that 20 percent of students experience improved relations as determined by attitudinal scale administered at the end of the counseling sessions.

Process Objectives: A select group of students identified as having more problems will be referred by teachers, administrators, other students, or by self-referral and will be administered pre-test attitudinal scale.

Conduct one one-hour counseling session with parents and child to discuss problems and ways these problems may be resolved. After this counseling session administer post-test attitudinal scale to student to determine success of activities.

Product Objective: Make 75 percent of student identified as having parent-conflict problems, work through conflicts by the end of the first semester to the point that these conflicts are reduced as determined by a questionnaire.

Process Objectives: During the first six weeks of the school year identify those students having parent conflicts by administering an inventory such as Mooney Problem Checklist and any other available means of identification.

As soon as student has been identified, have interview and counseling session in which student is allowed to discuss freely what he feels is source of conflict. Have student make a list indicating conflicts; suggest that list be kept to be referred to in six weeks to see if all problems still exist and to what extent.

Have group counseling sessions once a week for six weeks with students who have been identified as having parent conflicts. Have students share with each other methods and approaches to work through conflicts. Use role play to demonstrate ways of handling conflicts. At end of six weeks have students refer to list indicating problems and check conflicts which still exist and the one which do not exist or do not exist as much.

Have parent-child conference, if agreeable with student, by second six weeks after conflict has been identified. After conference, have separate meeting with student and parent to determine the effectiveness of the conference. A written record of interviews, counseling sessions, conferences and what they achieved will be kept.

Conduct a session for parents and students experiencing conflicts. Utilize a panel composed of authorities on the subject, students and parents. The panel members may be asked to role play the problem situation with a reaction from the authority and the audience. A conference with students after above mentioned session will be held to see if any insight was gained and if problem situations still exist as gravely as before. Have spot-check with parents to determine the effectiveness of the session.

Attendance

Product Objective: To increase by 50 percent in two months, class attendance of students who are both chronically absent and have family conflict, through family counseling.

Process Objectives: Students are referred by teachers for poor class attendance and found by counselor to have family conflict and/or self-referrals of family conflict found to have poor class attendance. Determine student attendance in each class for preceeding two months and give this information to student during an individual counseling session in which family conflict and its relationship to attendance is discussed. Oral questioning of student will determine value of counseling session.

Three group sessions, one hour each, with entire family. Discuss class attendance in relation to family conflict. Refer parents to other services such as community mental health counselor, Family and Children Services, Public Health, etc., if needed. Family attendance of sessions and a questionnaire at the end of last session will evaluate group counseling.

Weekly counseling with student, with weekly spot-check of class attendance. At the end of two months, final class attendance is compared with preliminary attendance.

Product Objective: To decrease number of absences by 25 percent in three weeks, through group counseling with students on day of return to school.

Process Objective: Absentee list will be used to determine initial number of absences. Each morning, at the beginning of first period, all students who were absent the previous day will be called to the cafeteria. Counselor will discuss the advantages of regular attendance with the group, emphasizing the individual advantage (increase in academic achievement, improved peer relationships, decrease in failure and dropout, satisfactory school record to be used for job application): and group advantage of regular attendance (more efficient instructional program, financial dependency on A D A). Methods of preventing being suspended will also be discussed each day. Change in number of absentees, as indicated on attendance report, will be used to evaluate effectiveness of the program.

Self-Concept

Product Objective: To develop a more positive self-concept in a group of six to eight students referred by teachers, to the extent that 75 percent show a significant change on a standardized attitudinal scale, after nine weeks of individual and group sessions.

Process Objectives: Administer a pre-test to group, study and interpret results in preparation for individual counseling.

Two individual counseling sessions, 30 minutes each, with each student; with counselor checklist marked before the first and after the second session to determine effectiveness of individual counseling.

Six one-period group sessions with students. Checklist marked after last session to determine effectiveness of group counseling. Standardized attitudinal scale post-test administered to determine change in self-concept.

Dropout Prevention

Product Objective: To reduce dropout rate of a given grade level by 50 percent during the school year.

Process Objectives: During the second six weeks of school begin identifying potential dropouts through the use of an interest inventory, teacher observations and any other means.

During the first six weeks of school show a film in an assembly or homeroom to point up the despair and hopelessness caused by dropping out. This is followed up with a panel. The panel could be made up of dropouts who have returned and made it, and those who left and haven't been successful. Ask teachers to serve as leaders in these discussions. Use verbal spot checks with teachers and students to evaluate this process.

Individual and group counseling of potential dropouts. Discuss the reason for their feelings and arrive at solutions to their problems including alternatives to leaving school. An examination of individual attitudes, abilities and interests will be an integral part of these discussions. A pre- and post-inventory of attitudes, abilities and interests will be given.

One to two group guidance sessions with all potential dropouts twice quarterly. At the end of each quarter students will be able to show evidence of effectiveness of group counseling by a question and answer survey.

Interpersonal Communications Skills

Product Objective: Conduct ten counseling sessions with selected students who exhibit withdrawn behaviors in the classroom to assist the students to improve and practice interpersonal communications skills with each other. Success will be measured by a 50 percent improvement on pre- and post-test, using the Carhuff scale for rating responses.

Study Skills

Product Objective: Improve study skills of selected ninth graders to the extent that at the end of the second grading period a comparison made between participants in study skills lab and non-participants who are otherwise equal will show that 70 percent of those students who participated in the study skills sessions show improved grades in at least one area.

Process Objective: Conduct a study skills lab of six sessions consisting of discussion groups, listening skills, notetaking "How to Get Along with Teachers", and study skills peculiar to each subject area.

Drug Abuse

Product Objective: To provide a non-threatening atmosphere with self-referred drug abusers in junior high school to the extent that 50 percent of these students will return for counseling sessions and respond positively on a questionnaire concerning attitudes toward drugs.

Process Objectives: In first session, use non-directive counseling to establish rapport. Administer questionnaire to determine student reaction.

Possibilities to consider in counseling with above clients in return sessions
Hold open-ended counseling sessions.
Consider the drug addict's environment.
Be aware that poor self-concept cements a self-defeating life style.
Deal directly with their immediate problems. (Deal in the here and now)
Assist in establishing immediate goals for client.
Goals generate projects. Encourage involvement in projects for example, making a ball team.
Examine his choice in resolving a problem.

Pregnancy

Product Objective: To provide the opportunity for pregnant teenage girls to complete the school year through home-bound services to the extent that 50 percent of pregnant girls will complete the school term.

Process Objectives: In faculty meeting explain the program and procedures, in conjunction with the home-bound teacher and enlist the cooperation of the faculty in referring students to the program. Check by show of hands whether teachers understand the program and by percentage the number of students referred by teachers during the year.

Visit P.E. classes to inform girls of available opportunity to finish the school year. Use the school nurse and/or the home-bound teacher, if available. Survey girls as to whether they will avail themselves of the service offered, if needed.

Hold individual conferences with pregnant girls, referred by self or faculty member to explore alternatives relative to career and the children. Decisions will be made on these alternatives.

Keep in touch with pregnant girls in program through telephone calls and/or visits. Register girls for next year's school term. Check school records at end of year to ascertain percent who complete program.

Individual Problems

Product Objective: Counsel students referred for specific problems i.e., student consistently fails to complete tests; student repeatedly misses first period class, etc. Use rating scale to indicate changed behavior of referee.

Values

Product Objective: To develop an awareness of individual values with a select group of students, grades 10-12, in one to five group sessions. Have students define and examine their value system by the use of group discussion, filmstrips and a survey of interpersonal values. The survey of interpersonal values can be used as a pre- and post-test to determine the change and/or clarification of a value system.

Motivation

Product/Process Objective: Discussing work/reward and/or participation/learning situation with identified apathetic groups during the second grading period. Grade improvement of at least one point on a four point scale will be evidenced at the end of the second grading period as compared to that of the first grading period.

DIRECT COUNSELOR FUNCTIONS

Grades Seven - 12

Placement (Educational & Occupational)

Job Getting Skills

Product Objective: To instruct selected high school students in job getting skills, i.e., interviewing, to the extent that 90 percent of the students can employ the skills as determined by a questionnaire given to a sample of the group.

Process Objective: One to three group sessions, utilizing materials such as job applications, resume' writing, interview role playing and question and answer sessions, what ad sections, employment and job placement data. (measurement list above)

Students Not Involved in Work-Study

Product Objective: To assist students not involved in the work-study program who request assistance in locating and obtaining a job through three group sessions and employer contact scheduled periodically throughout the school year. Fifty percent of students worked with will be successfully placed.

Process Objectives: In group sessions one, discuss job readiness, source of jobs and local job outlook. Administer a job readiness questionnaire. Have students summarize session. Allow approximately 40 minutes.

In session two, use consultant from local industry to teach techniques of the interview through role playing and discussions. Use a checklist to measure learning experience. Allow 60 minutes.

In session three, give a demonstration of filling out job applications and stress its importance to getting the job. Utilize filmstrips, counselor-made transparencies and other visual aids. Have students fill out sample application.

As jobs are located by counselor through telephone contacts, personal contacts, newspapers, television, an interview should be scheduled to inform student of job available, the contact person, the company and job location. Give the student a card of introduction and have him make contact with potential employer. Follow-up each student and not those hired and not hired.

Part-time Occupational Placement

Product Objective: To place 50 percent of students seeking employment on part-time jobs and maintain employment through school year.

Process Objectives: Survey student body to determine need for part-time employment.

Place students in jobs commensurate with their needs, abilities and interests where possible and assist them in obtaining work permits. Continue contact with students and employers following job placement. Survey at end of year to determine continuance of employment.

Job Development

Product Objective: To determine job openings in the community and promote placement of junior high students, to the extent that 75 percent of available jobs are filled within two months after program begins.

Process Objectives: Distribute introduction letter and survey form to industries and businesses in the community explaining advantages of part-time employment of students and to determine needs of business community. Response from businesses will determine success of this activity.

Students will be placed in jobs available. Follow-up questionnaire of employers at the end of the school year will determine effectiveness of program.

Interviewing Skills

Product Objective: To make 80 percent of students in a given grade level capable of applying for a job and successfully participating in a job interview by the end of one semester. Students' ability to fill out applications and role-play interviews will be determined adequately by counselor evaluation.

Process Objective: Work with English teachers by grade level during pre-planning in preparing a unit on applying for and interviewing for jobs. Check units to see if all necessary information is included.

Outreach

Product Objective: To successfully place on a job or in a work-study program by end of school year 60 percent of previous year's drop-outs and unemployed graduates who requested assistance.

Process Objectives: Before the student leaves school (graduating or dropout), establish file on him containing pertinent information: name, birthdate, social security number, address, skills and references. These files will be revised every third year.

Identify during first month of school by phone and mail to those dropouts and unemployed graduates of previous year who indicate a need for assistance for placement. Files initiated.

Acquaint selected population during initial contact with available programs; make appointments for interview with counselor. Appointment recorded on personal card.

Assess needs of individual through review of school records, interview and necessary evaluative tests. with individual a course of action. Log information on individual file.

Contact selected population twice during implementation of course of action (training and/or employment) to determine progress or status of population.

Confer twice with employer or work-study administrator to evaluate adjustment of individual population. Progress coded by numbers, recorded for late tabulation.

Offer individual additional counseling to population during implementation of action plan. Counseling requests indicated on file.

Job Holding Skills

Product Objective: To inform selected students of the values effecting job effectiveness to the extent that 80 percent will be able to identify three values on a questionnaire.

Process Objectives: Schedule representatives from local businesses to speak to selected population on values pertinent to job success. Evaluate by feedback or student interaction at time of speech.

Contact educational and vocational planning of the civic organizations asking if they would undertake a project of value awareness. Follow up to see how many projects were implemented.

Product Objective: To involve parents of selected population in a program to emphasize those values relating to successful employment the extent that 50 percent will respond positively.

Process Objectives: Select a parent committee to assume responsibility of contacting via phone other parents informing them of guidance department's concern for stressing values. Have committee report to counselors number of contacts and responsibilities made.

Encourage parents of selected population to contact businesses and talk to personnel people about the part values play in job success.

Registration

Product Objective: To provide assistance to selected population in making course selection in terms of needs to the extent that requests for course change will be reduced by 50 percent as noted by chedk at end of first six weeks.

Process Objectives: Visit classrooms to give information for course requirements for next grade level or graduation. Each student will list his requirements.

Schedule individual conferences with students whose records reveal problems or conflicts. (Records of adjustments to be made).

Counselors will be available at registration tables to assist new registrants. Counselors will tabulate registrants requesting assistance.

Dropouts

Product Objective: To assist students who dropped out during the previous year in job placement, educational planning or personal adjustment, to the extent that 75 percent of this population will be employed or enrolled in some educational or training program within three months.

Process Objective: Conduct survey by mail or personal contact to determine which students want assistance. Arrange conference with these students and provide information on jobs available, in-school or out-of-school training and educational programs. Assist in applications for jobs or admission to schools. Provide individual counseling if indicated by personal adjustment problems. Survey at end of three months to determine number employed or enrolled.

Course Selection

Product Objective: To improve students' selection of a program of studies for high school, grades nine - 12, which meets graduation requirements and which is consistent with their capabilities and interests; so that their personal and graduation needs are met as determined by a questionnaire.

Process Objectives: Survey students to show awareness of graduation requirements--see "Orientation."

Assist students in becoming aware of their interests and needs through individual and group counseling sessions so that at the end of the session(s) the student(s) can list areas of interests and needs.

DIRECT COUNSELOR FUNCTIONS

Grades Seven - 12

Information (Needs)

Orientation

Product Objective: To orient new students arriving at the school during the year to the arrangement of the school plant, requirements for graduation, school rules, clubs and activities so that 90 percent of the students will indicate understanding of the above by use of a checklist (verbal) at the end of interview.

Process Objective: Students will receive a handbook that includes the daily schedule, yearly calendar, map of the school, requirements for graduation, clubs and activities and school rules, the effectiveness or familiarity to be determined by correct answers to five questions on each area by 70 percent of the students.

Product Objective: To orient students from feeder schools so that 95 percent of students are familiar with school plant; are properly registered for classes based on academic and personal needs, and are able to list academic requirements to be determined by survey of teachers and students at the end of second week of school.

Process Objective: Visit feeder school and discuss handbook which includes physical layout, rules and regulations, school activities, academic requirements, course offerings and guidance program offerings with teachers and students. Spot check of students and teachers will validate utility of this handbook.

Product Objective: To orient successfully new junior high school students who enter during the school year to the extent that 90 percent of these students make positive responses to a student adjustment survey to be administered one week later.

Process Objective: To complete personal data sheet issue handbook including copy of schedule, designate guide for tour of school facilities and class location. Spot check faculty and new students one week later to determine the degree of success with individual orientation.

Rules and Regulations

Product Objective: To familiarize new students with school rules and regulations by the end of the first six weeks to the extent that 80 percent of students are able to respond 100 percent to a counselor-made evaluation instrument.

Process Objective: Give each student in assigned grade level a copy of all rules and regulations. During the first six weeks of school term ask homeroom teachers to discuss throughly each rule and regulation. At the end of six weeks give selected students a counselor-made quiz taken from points covered in information dispensed. Expectations of 100 percent response by students quizzed.

Drug Abuse

Product Objective: To make eighth graders aware of the danger of abusing drugs so that within a two week period 80 percent of all eighth graders will be able to identify 75 percent of the dangers of drugs as given on a checklist.

Process Objectives: Administer pre-checklist to ascertain present awareness of the danger of drugs.

Students will be organized into small rap groups, using two sessions each group where films, overlays, speakers and reading material will be used in discussion. At the end of the two group sessions administer the post checklist using the same checklist to evaluate the effectiveness of the drug awareness program.

Extra-curricular Activities

Product Objective: Provide information to all incoming students on the school's plan for extra curricular offerings and the requirements and limitations for participation. Seventy-five percent of students will indicate club (and activity) choices on a club choice sheet passed out by the homeroom teacher.

Process Objective: Present handout information on clubs and activities to all new students.

Post High School Plans (Student Financial Aid)

Product Objective: To make 90 percent of students needing information on cost and available financial aid aware of the sources through small and large group sessions to be held during the first six weeks of school. The outcome will be measured by verbal responses from students.

Process Objectives: Through groups of 100 students, juniors and seniors, determine the number needing cost and financial aid information by use of a questionnaire.

Through groups of 30 or less distribute a list of available financial aid and discuss costs and list.

Career Awareness

Product Objective: To demonstrate to a class of ninth graders how certain knowledge and skills acquired in subjects are applied in work roles so that 75 percent of the class will be able to make 80 percent correct responses after a six week period using a pre- and post-objective test.

Process Objective: Use field trips to observe workers in action, taped interviews of workers, use illustrative films and filmstrips and exploratory work experience (using PECE when available) followed by discussion to skills in relation to subject matter area. Evaluation will be determined by using the pre- and post-test results.

Product Objective: To provide 96 percent of selected students with the opportunity of career discussions by persons actually employed in the area of employment, so that 95 percent of randomly questioned students state that the experience was helpful.

Process Objectives: Survey student career choices and interests and provide career day (or night) for students. Bring in speakers of students' choices to discuss and answer the questions of students. Ninety percent of students will report the experience as helpful.

Arrange field trips to businesses and/or industries so that students can observe and discuss their work with employers and employees. Students will summarize orally what they gained from the experience.

Set up interviews for students with people employed in careers that students choose as of interest to them. Have students summarize, in groups and individually, what they learned.

Product Objective: To prepare selected high school students for a continually changing world of work, requirements for present and future opportunities, in order that 75 percent of the randomly selected students can answer 75 percent of a quiz on the changing world of work.

Process Objectives: One to three group sessions with classroom groups dealing with the specific subject of changes in the

world of work, occupational obsolescence and training requirements. Spot oral quiz on information presented.

Utilize a speaker in the above session whose job has been changed or altered due to technological advancements or other changes and who can provide firsthand information for the students. At least 50 percent of students will indicate sessions was useful and informative.

Use visual aids such as ACT Financial Aid Transparencies to stimulate discussion. At the end of each session of thirty students, have ten students give three ways that he can acquire financial aid.

Creating Understanding of Self

Product Objective: To supply selected students with information that will help them to understand their interests, abilities and limitations as determined by standardized tests or achievement, interests and attitudes to the extent that 70 percent of those students will be able to make educational and/or vocational decisions that are consistent with test data. This objective is to be accomplished by the end of the year.

Process Objectives: Tests will be administered to a selected group of students. Results will be interpreted so that 70 percent of the students will understand their interests, abilities and limitations.

Individual interpretation should be given those students who indicate a need for more complete interpretation.

Needed data about self

- Academic ability
- Physical ability
- Strong and weak subjects
- Extra curricular activities

Product Objective: To inform selected classroom groups of the importance of interests, aptitudes, and abilities and how they affect job success in order that 75 percent of the randomly sampled students can correctly answer 75 percent of the questionnaire items.

Process Objectives: Administer one or more suitable tests in the area of aptitude, interests or ability and present results to the student. Evaluate student's understanding of results by requesting him to summarize data presented.

Utilize printed resources with students in one-five group sessions. Spot check orally for retention of information presented.

Utilize speakers with classroom groups who are either employers or personnel workers. Quiz selected students or content and clarity of information presented.

Utilize audio-visuals in group sessions. Spot check orally for retention of information presented and level of interest.

Product Objective: Acquaint students with pertinent details about specific occupations and major occupational clusters, giving them a basis for comparison in order that 80 percent of the selected students will respond positively to a simple questionnaire about the specific occupations.

Process Objectives: In initial group session show audio-visual presentations illustrating the main categories of occupations. Spot oral quiz to determine retention and usefulness of information.

Survey initial occupational interests of selected students and use this as starting point for three to 10 group sessions with selected classroom groups, utilizing all resources available which deal with specific occupational information. Use written quiz at termination to determine change in interests, either in scope or areas.

Product Objective: To provide an opportunity for selected ninth grade students to become acquainted with occupation resources and learn to use the various materials in the school, to the extent that 90 percent of the students selected can correctly answer a questionnaire about the resources and their use.

Process Objectives: Two to three group guidance presentations in selected classroom groups, with thorough presentation and introduction to occupational publications (O. O. H., want ads, etc.). Spot, oral quiz on information covered.

Individual counseling sessions and consultation with students with further interests in materials.

Product Objective: To inform selected population of job market in local, state and nation continuously through school year to the extent that 75 percent of students sampled (see suggested questions below) can give accurate information.

Process Objectives: Post on bulletin board in every room a list of local businesses, industries and institutions with accompanying available jobs, job description, pay and requirements. Sample monthly throughout the year with one question: From the Job Market Bulletin in your homeroom, can you give me five businesses that have openings?

Get librarian to devote a bulletin board and table with display of current magazines on business, pamphlets, etc. monthly. Evaluation: Contact librarian periodically on pupil's use of materials.

Publish in school paper excerpts from business reviews relating to forecast of jobs. This can be evaluated by sample questioning.

Get business classes to sponsor an Information Center on jobs as a school activity. Evaluate by checking number of inquiries.

Have representatives from Department of Labor speak to selected classes (such as economic, business and consumer economic classes) on current employment and forecasts. Classes can be tested for information by asking five questions pertinent to this information.

Decision Making

Product/Process Objective: Through interpretation of test data 70 percent of selected students will be able to make career and academic decisions consistent with abilities and interests as determined by parent, teacher and counselor observation.

Process Objectives: To provide information to a selected population during first six weeks of school to the extent that 75 percent of those receiving information can take a concrete situation (such as selecting a career) and show the counselor evidence of developing the information.

Disseminate a typewritten step-by-step procedure for decision-making; use a concrete situation and show how steps may be applied; check for understanding through feedback and individual interviews.

Suggested Procedure

Fantasize: I've thought of this or that!
Determine origin of fantascy.
Explore clusters of occupations.
Talk with people with same occupation.
Evaluate aptitudes, abilities, interests.

Compare self data with career requirements.
Identify alternatives.
Compute financial cost for pursuing career.
Confer with parents.
Make tentative choices.
Review high school courses to determine if career requirements have been met.
Talk with counselor.
Make commitment.
Follow-up.

Educational and Occupational Plans

Product Objective: To disseminate educational and occupational information to selected population over a three month period to the extent that 80 percent of those involved will have adequate information to use in stating a realistic educational and occupational goal(s) by graduation. These will be submitted by counselor.

Process Objectives: Expose student population (example: twelfth grade) to available materials applicable to educational and occupational information through group visitation to library, to guidance office, and by classroom visitation. Sample test population by requiring identification of 10 sources of information.

Show films, play tapes during the second month on college admissions, world of work, vocational schools and other schools of learning. Checklist of pertinent data to be given to populations.

Make bulletin boards entitled "Colleges and Schools" and "World of Work" during the year. Students will be permitted to take or remove any piece of material. Count number of pieces of information issued.

Issue to every subject teacher a list of occupations requiring some degree of skill in that subject for his use in relating subjects to coworld of work. Request teachers to ask if students can name five occupations related to her subject.

Schedule individual conferences over first semester with selected population to interpret achievement and ability profiles. Counselor will determine through feedback the pupil's ability to relate scores to goal setting.

Post Secondary Education (Vo-Tech)

Product Objective: To make 90 percent of the eleventh and twelfth grade students aware of the vocational and career available to them, including admissions requirements.

Process Objectives: One to three group guidance sessions with eleventh and twelfth grade classes, providing information through audio-visuals, and leading discussions of interests, requirements, opportunities, etc.

Make brochures and catalogs available to all students.

Arrange for speakers from vocational or career schools to visit high school. Spot-check students on value of information provided. Fifty percent will report sessions were available.

Schedule field trips to vo-tech school which will allow students firsthand information about opportunities. At least 50 percent of students will report they have more information on which to make a decision than before attending the vo-tech school.

Post Secondary Education (College)

Product Objective: To make 90 percent of the eleventh and twelfth grade students aware of colleges and universities, admission requirements, costs, etc., as determined by questionnaire at the end of the school year.

Process Objectives: One to three group guidance sessions, presenting information, audio-visuals, group discussions, etc., in regard to requirements, costs, etc. Spot quiz on retention and utility of information provided.

Prepare displays in classrooms, halls and counseling office of brochures and catalogs, to encourage students to look at and read publications. Random sampling of faculty and students will determine use of this information.

Survey interests of students and arrange for college representatives to visit and speak with students. Sampling of students attending to determine utility and interest in activity.

Promote probe and organize plans for interested students to attend regional conferences. (Evaluation same as above)

Encourage and help arrange visits to campuses of colleges or universities. Coordinate efforts with directors of admissions, recruiting personnel or department heads. (See above for evaluation)

Referral

Product Objective: To make 85 percent of the students in grades nine through 12 aware of in and out of school referral sources (such as home bound, welfare) by the end of the first six weeks period. The results will be measured by quizzes and the construction of a student made guide to referral services.

Process Objectives: Compile a list of in and out of school referral sources giving a brief description of each service. Meet with teachers to discuss referral sources and help develop lesson plans designed to help students learn referral sources and construct a referral guide to in and out of school sources. Teacher cooperation and use of some of materials determines value of this activity.

Construct a referral chart for needed services, listing person, service, telephone number and address. Spot check faculty and students to determine use of this chart.

Make contacts with individuals and referral agencies who serve students, advising them of the counselor's need to make certain types of referrals, ascertaining the readiness and cooperativeness of these agencies. Construct chart.

Guidance Program Offerings

Product Objective: To make all students aware of offerings, opportunities, aid and information available from counselors. A checklist, completed by a randomly selected population of students, will show that 95 percent of the students answer all items correctly.

Process Objectives: Counselor introduction and presentation in homeroom or classroom during first month of school, handing out lists of examples of problems, interests and concerns with students might bring to counselors. Prior to these sessions, determine number of sessions held concerning these problems. After the orientation sessions, check for increase in these types of conferences.

Publication of monthly or bi-monthly counselors' newsletter, listing pertinent information, items of interest etc. Spot check of students will report that the information is informational and useful.

Resource Materials
for
Objective Based Guidance Programs

The following materials are suggested to you as possible items to be purchased and used in conjunction with an objective-based program. Some of these are already being used by some counselors and are highly recommended. Addresses of publishers are included to facilitate ordering catalogs and purchasing information.

Tests and Inventories

Work Values Inventory - Super - (7-12) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.
School Interest Inventory - Cottle - (7-12) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.
Minnesota Counseling Inventory - Berdie - (9-12) - Psychological Corp., 304 E. 45th St., New York, N.Y. 10017.
Mooney Problem Check Lists - Mooney - (9-12) - Psychological Corp., 304 E. 45th St., New York, N.Y. 10017.
Career Maturity Inventory - Crites - (6-12) - CTB/McGraw-Hill, Order Service Center, Manchester Rd., Manchester, Mo. 63011.
Study Skills Counseling Evaluation - Demos - high school - Western Psychological Services, Order Dept., 12031 Wilshire Blvd., Los Angeles, Calif. 90025.
Ohio Vocational Interest Survey - D'Costa - (8-12) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N. E., Atlanta, Ga. 30309.
Kuder, Form E, General Interest Survey, Kuder - (6-12) - SRA, Inc., 259 East Erie, St., Chicago, Ill. 60611.
Study of Values - (10-12, Adult) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.
Georgia Guidance Services Inventory - Antenen, et al. - (7-12) - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Ave., S. W., Atlanta, Ga. 30303.
Tennessee Self Concept Scale - Fitts - (7-Adult) - Counselor Recordings and Tests, Box 6184, Acklen Sta., Nashville, Tenn. 37212.
Gordon Personal Profile and Gordon Personal Inventory - Gordon - (9-Adult) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N. E., Atlanta, Ga. 30309.

Filmstrips, Kits, Etc.

Widening Occupational Roles Kit - (6-9) - SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.
Keys: Career Exploration Program - (6-Adult) - SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.
Occupational Exploration Kit - (9-12) - SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.
Job Experience Kits - Krumboltz - (8-12) - SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.

Focus on Self-Development - Stage One, Awareness (K-2) - Stage Two, Responding (2-4) - Stage Three, Involvement (4-6) - SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.

The World of Work Kit - Anderson - (7-12) - Webster Division, McGraw-Hill, 30th Floor, 1221 Avenue of the Americas, New York, N. Y. 10020.

Career Insights and Self Awareness Games - (4-8) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.

Eye Gate - Has a number of filmstrips on all subjects - Eye Gate House, 146-01 Archer Ave., Jamaica, N. Y. 11435.

Developing Understanding of Self and Others - Dinkmeyer - DUSO Kit D-1 - (K-1), DUSO Kit D-2 - (2-4) - American Guidance Service, Inc., Publishers Bldg., Circle Pines, Minn. 55014.

Coping With Series - Wrenn - (9-12) - American Guidance Services, Inc., Publishers Bldg., Circle Pines, Minn. 55014.

How To Study - Staton - (high school) - American Guidance Services, Inc., Publishers Bldg., Circle Pines, Minn. 55014.

Career Education Program - Odgers - (Ed.) - Volume I - (k-6), Volume II - (7-9), Volume III - (10-12), Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.

Counselor's Sourcebook for College Planning - Barre - (11-12) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.

Guide to Career Exploration - (high school) - Harcourt, Brace and Jovanivoch, Inc., 1372 Peachtree St., N. E., Atlanta, Ga. 30309.

Guidance Associates has a wide selection of guidance and vocational materials too numerous to mention here. It is recommended that you obtain a catalog and check what they have to offer. Their selection includes topics such as drug education, motivational guidance, career guidance, elementary guidance and others. Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570. (A list of these filmstrips which are available upon request from the Guidance, Counseling and Testing Unit appears in the latter part of this chapter).

Deciding - (7-9) - College Entrance Examination Board, 888 Seventh Ave., New York, N. Y. 10019.

Decisions and Outcomes - (10-12) - College Entrance Examination Board, 888 Seventh Ave., New York, N. Y. 10019.

The Self Directed Search - Holland - (9-Adult) - Consulting Psychologists Press, 577 College Ave., Palo Alto, Calif. 94306.

Life Career Game - Boocock - (7-12) - Western Publishing Company, Inc., 12031 Wilshire Blvd, Los Angeles, Calif. 90025.

Human Relations Kit - Thiokol Chemical Corp., Webster/McGraw Hill, 680 Forrest Rd., N. E. Atlanta, Ga. 30312.

Professional Resource Books*

Career Information and Development: The Guidance Monograph Series, Set IV - Stone and Shertzer (Ed.) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.

You are encouraged to present this list to your school librarian for inclusions on her order list for the school library.

Planned Group Guidance - Wrenn - American Guidance Services, Inc., Publishers Bldg., Circle Pines, Minn. 55014.

The First Five Years of Life - Gesell - The Psychological Corp., 304 E. 45th St., New York, N.Y. 10017.

Families - Patterson - Research Press Co., 2612 North Mattis Ave., Champaign, Ill. 61820.

Career Education Guide - SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.

Vocational Psychology - Crites - McGraw-Hill, Order Service Center, Manchester Rd., Manchester, Mo. 63011.

Human Relations Development: A Manual For Educators - Gazda - Allyn and Bacon, Inc, 470 Atlantic Ave., Boston, Mass. 02210.

Group Counseling: Theory and Practice - Dinkmeyer and Muro - F. E. Peacock Publishers, Inc., Itasca, Ill. 60143.

The Art of Problem-Solving and The Art of Helping - Carkhuff - Human Development Press, Box 222, Amberst, Mass. 01002.

Group Counseling: A Developmental Approach - Gazda - Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 01002.

Attitude Scales - Shaw and Wright - McGraw-Hill, Order Service Center, Manchester Rd., Manchester, Mo. 63011.

Handbook for Counselors in Georgia Schools, Guidance, Counseling and Testing Unit, Georgia Department of Education, Atlanta, Ga. 30303. (Free on demand)

The College Handbook - College Entrance Examination Board, 475 Riverdale Dr., New York, N.Y. 10027.

Barron's Profiles of American Colleges - Barron's Educational Series, Inc., 343 Great Neck Rd., Great Neck, N.Y. 11021.

Lovejoys School Guide - Private Schools - Simon and Schuster, Rockfeller Center, 730 5th Ave., New York, N.Y. 10020.

"Guide for Registration and Scheduling on the Four Quarter System" - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Ave., S. W., Atlanta, Ga. 30303.

Positive Classroom Performance - Gallagher - Love Publishing Co., Denver, Colo. 80222.

Student Drug Abuse - Hozinsky - Love Publishing Co.

Action Counseling for Behavior Change - Austin - Educational Publishers, 257 Park Ave., New York, N.Y. 10010.

Directory: A Guide to Colleges, Vocational-Technical and Diploma Schools of Nursing - Georgia Educational Improvement Council, Room 656, Seven Hunter St. Bldg., Atlanta, Ga. 30334.

Changing Children's Behavior - Krumboltz - Prentice-Hall, Inc., Englewood Cliffs, N.J. 07232.

School Readiness - Ilg and Ames - Harper and Row.

Career Exploration and Planning - Shertzer - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, Ga. 30324.

A Handbook of Personal Growth Activities for Classroom Use - Hawley - Education Research Associates, Box 767, Amherst, Mass. 01002.

Periodicals

The Guidance Clinic - Parker Publishing Co., Inc., West Myack, N.Y. 10994.

CHAPTER VIII

COUNSELORS IN ELEMENTARY SCHOOLS

It is becoming increasingly apparent that the emphasis placed on such areas as self understanding, career and interpersonal relationships at the secondary school levels needs to begin at an earlier age in order to facilitate a preventive effort in school guidance rather than a remediative one. Elementary guidance can fill this need.

Since the methods of guidance at grade levels one through seven are somewhat different than in secondary school, this chapter is devoted entirely to elementary school guidance.

The purposes of this chapter are

To aid counselors serving in schools housing grades one through 12 who wish to offer guidance services to the elementary grades and who may have had little or no training in this area.

To familiarize secondary counselors with the role and responsibilities of the elementary counselor.

To delineate the responsibilities, and demonstrate the importance, of the elementary administrator and teacher to the guidance program.

To assist the novice elementary counselor in organizing his program.

The reader is encouraged to refer to Chapter VII on guidance program objectives for specific objectives and the resource materials list.

Parents of elementary school children are, as a rule, extremely interested in the type of education their children are receiving. These same parents may often be more active in school related activities at the elementary school level than they will be at the secondary school. The counselor can extend suggestions and ideas to individual parents, groups of parents and parent associations on preparing their child for entering school. Also, when problems do arise, the counselor can help the parents better understand child behavior and development in the numerous growth "stages" in which they progress.

Responsibilities of the Elementary Principal

The principal sets the educational tone of the school. His active interest and leadership is vital to the success of the guidance program. The basic axiom, "As the principal, so is the school," is especially true in regard to the sucesss or failure of the guidance program. His role in the guidance program is to

Provide leadership which demonstrates interest and enthusiasm in his knowledge and understanding of the guidance program.

Coordinate the guidance program with the total school program.

Understand the counselor's role in the guidance process.

Keep abreast of the latest trends in guidance.

Provide space, telephone, equipment, materials and secretarial assistance for the counselor.

Designate guidance responsibilities only to trained staff members.

Provide in-service programs designated to help the faculty in understanding the purposes and value of the work of the counselor.

Encourage teachers to keep up-to-date information and make use of the information in the cumulative folders.

Encourage teachers to use the guidance services.

Encourage parents to use the guidance services of the school.

Make certain that students are available for individaul counseling.

Assume responsibility for the organization of the testing program.

Encourage faculty to utilize test results.

Encourage continuous evaluation of the guidance services.

Keep the school staff, the students, and the community informed of the problems, needs and progress of the school.

Responsibilities of the Classroom Teacher

An effective classroom teacher is the key to a successful guidance program. A good teacher recognizes the opportunities she has in guiding the child. Some of the ways in which a teacher can participate in the guidance program are to

Create an atmosphere in the classroom of warmth and understanding.

Know the students as thoroughly as possible.

Recognize that teaching is basically guidance.

Contribute to the understanding of children by administering the self-report documents such as the perosnal history questionnaire, auto-biography, student diaries and rating scales.

Administer tests in the school's testing program.

Inform the guidance department of useful materials available and community resource people who are capable of rendering a service.

Assist in the continuous evaluation of the guidance program in order to improve the guidance services.

Know what materials are available for student and faculty use through the guidance services.

Help new students to feel welcome and accepted in the new school environment.

Serve on guidance committee when asked.

Refer students to counselor when necessary.

Identify students who exhibit unusual behavior or academic failure.

Help students to appraise their strengths and weaknesses.

Participate in case conferences with students, counselor and parents.

Be a good listener.

Assist in the placement of students in appropriate programs within the school or out of school.

Stress healthy physical and mental habits in the classroom.

Seek to further the development of desirable moral and character attitudes.

Assist students in developing good study habits.

Relate subject matter to occupations.

Give support to the child through encouragement, praise and reassurance.

Provide group activities which contribute to pupil growth in personal adjustment and social relations.

Participate in in-service program on guidance.

Responsibilities of the Elementary Counselor

The elementary school counselor functions in three broad areas: as the coordinator of the total guidance program, as a consultant to teachers, parents and administrators, and as a counselor to students. She provdies assistance to the students and staff in the elementary school in the areas of assessment, instruction and **guidance** services. The elementary counselor has the following responsibilities.

Coordinating Activities and Responsibilities

Assists in the planning and implementation of the standardized testing program.

Aids administrators, teachers, students and parents with the interpretation of test results.

Assist other pupil personnel staff members by interpreting individual psychological evaluations to students, parents and teachers in the counselor's assigned school.

Coordinates screening of preschool students.

Instructs teachers in administration, scoring and interpreting of tests.

Develops a team approach to guidance by involving the teachers, principal and other pupil personnel workers along with other school and community personnel.

Follows established procedures in referring students to other pupil personnel staff members and community agencies.

Coordinates and participates in group guidance activities.

Cooperates in system wide curriculum and guidance efforts to prevent school dropouts.

Cooperates with visiting teacher/social worker on absentee problems and potential dropouts.

Develops and collects materials for use by classroom teachers in the area of occupation and career exploration units of study.

Assist in obtaining speakers from the working community to visit classrooms.

Assists in arranging field trips in relation to vocational guidance studies.

Develops positive attitudes toward work by

Role playing of occupational tasks.
Observation of actual work situations.
Having access to representative and accurate occupational information.
Simulated work/job activities.

Prepares annual evaluation of the guidance program to continually improve the program and to keep the principal, superintendent and school board informed of guidance and its accomplishments.

Researches special activities of the guidance program to evaluate success.

Disseminates information on successful activities to other counselors through direct contact or through the State Department of Education.

Conducts follow-up studies of students promoted from the elementary school.

Conducts follow-up studies of students who drop out of school.

Assists administrators with the interpretation of the guidance program to the public.

Accepts speaking opportunities for programs of community service clubs about guidance in the elementary school.

Writes news releases to community paper, radio and television stations about the guidance program and guidance activities.

Prepares registration forms for new students.

Conducts registration and placement.

Reviews immunization forms and birth certificates for all first grade students.

Initiates parential conferences.

Inform teachers of students on medication, having special disabilities, etc.

Makes contact with new teachers.

Explains extra-curricular activities.

Explains guidance services at a PTA meeting.

Acquaints new faculty members with the school's guidance program.

Contacts all new students.

Establishes communications with parents, teachers and students.

Consulting Activities and Responsibilities

Provides liaison between local school staff and central office in planning, implementing and evaluating the instructional program.

Assists teachers by providing specific recommendations to help children who have learning and/or behavioral difficulties.

Observes child behavioral responses and prescribes behavior modification.

Assists with specific programs or ideas to help with learning/behavior problems as needed or requested by the teacher, and provides follow through programs as needed.

Serves as a resource person to teachers and administrators regarding current trends in methods and content in elementary school curriculum.

Assembles a professional library of guidance materials for teachers consisting of audio visuals, magazines, pamphlets, books and other related materials in cooperation with the school librarian.

Provides demonstrations of guidance learning activities and teaching techniques when necessary and when requested by the teacher.

Demonstrates the use of current instructional material and media as requested.

Provides in-service experiences for teachers in the areas of child development, classroom management, parent conferences, meeting special learning needs of children and other related instructional areas.

Consults with parents individually and in groups concerning the developmental needs of children as they progress through their educational experiences.

Leads discussion groups relating to such topics as the culturally deprived child, methods of discipline, test interpretation, concept of readiness and other related activities.

Consultation with school personnel speicalists.

Consultation with outside agencies (Family and Children Services, mental health clinics, family physician, private psychotherapist, etc.)

Counseling Activities and Responsibilities

Assists students by providing positive growth experiences through individual counseling.

a. With students having problems adjusting to school.
b. With students having learning problems.
c. With students having behavioral problems.

Assists students by providing growth experiences through group counseling.

a. Understanding self and others.
b. Understanding environment.

Counsels with groups of students having such problems as absences, tardiness, not getting along with others, poor popularity, trouble making friends, poor appearances, low achievements, etc.

GUIDANCE AND COUNSELING SERVICES

Student Analysis Service

The purpose of the Student Analysis Service is to provide factual information of the student to help him better understand himself and to aid all school personnel in working with the student.

One of the major responsibilities of the counselor is to assist teachers in maintaining a system of records on the students in the elementary schools. A description of some of the significant information gathered through the guidance services are

The Cumulative Folder

This record folder for each student is initiated on the day that the pupil enters school. The following information should be included.

Personal information
Family
Grade
Subject grades
School attendance
Teacher's comments
Test scores and ratings
Reading record
Anecdotal records
Personal history questionnaire
Rating scales and checklist
Standardized test

The primary purpose of anecdotal records is to have an accumulation of recorded factual incidents of student behavior. A record such as this kept over a period of time supplies the counselor and/or teacher with specific behavioral descriptions as opposed to broad generalized descriptions. These observations, if unbiased and accurate, are the most valuable source of information for the early detection of problems.

Some kinds of behavior that may be included in the anecdotal records are

a. Relationship to peers and others
b. Work and study habits in and out of the classroom
c. Special talents and abilities exhibited by the student
d. Health and hygiene habits that are evident
e. Behavior in situations and experiences of stress and strain
f. Responsibility and leadership qualities in varied situations
g. Initiative and persistence in beginning and carrying through to completion various projects

Autobiography

The autobiography is one of the most convenient methods of obtaining information about students. Like most instruments of self-reporting, some facts are distorted. Regardless, this technique provides useful clues for further investigation.

For students in the lower grades, an autobiographical questionnaire should be designed to secure the desired information. This could take the form of an open-ended sentence such as

My name is _____.

For students in junior high school the following structured form is used.

a. Early History of Your Life
b. Historical Background of Your Family
c. Health and Physical Development
d. Educational Development
e. Interests, Hobbies, Travel Experiences
f. Personal and Social Development
g. Occupational and Work Experiences
h. Educational Plans
i. Long Term Vocational Plans
j. Experiences that Marked Turning Points in Your Life
k. Desires and Plans for Marriage and Family Life

The following unstructed autobiography may also be used.

a. The Story of My Life
b. Ten Years from Now
c. Interesting Experiences in My Life
d. My Autobiography

Testing Program

Kindergarten students will be screened at the beginning of school and the latter part of April.

Remedial reading classes will be tested in September and again in May.

The remainder of the testing program will follow the plan which the State Department chooses in the state wide testing program.

Informational Services

Youngsters today are faced with many concerns. The guidance program assumes a major role in providing the needed information to help students solve their

problems and concerns. Some examples of materials that are available from the counselor are

Educational Information

Pamphlets and filmstrips on "How to Study"
Pamphlet on "Study Habits and Study Skills"
Information on ways to improve reading habits
Catalogues, pamphets, etc., on future goals and education
Books and units on the "World of Work"

Occupation Information

I Want to Be Books - Children's Press
Our Working World - SRA
Other books on different occupatonal information
Posters providing occupational information
WORK Kit - SRA - (This kit for junior high or middle grades students provides exploration into many occupations with briefs and worksheets.)
Visits to factories and businesses

Personal-Social Information

Films, filmstrips, records, pamphlets and books relating to personal-social problems

Drugs
Alcohol
Dating
Relationships with others

Developing Understanding of Self and Others (DUSO). Puppets with tapes, posters, etc.

Local Newspaper

Articles are printed in the local newspaper to describe the guidance services in the schools.
Interesting activities going on in the classroom are also printed in the newspapers.

Field trips and resource people are used to help the child develop a better understanding of the community in which he lives.

Counseling Service

The Counseling Service is the heart of guidance program. In this service the counselor helps the student in making decisions based on the understanding he has of himself and the knowledge he has of the difficulty he is experiencing.

Individual counseling is encouraged for youngsters who are in need of help with education, occupational, social or personal problems. The elementary school student can do insightful thinking when given the chance. From these interviews the student is encouraged through a better understanding of himself to make certain choices and decisions and to put them into action.

The following students who should be referred to the counselor are

New students

Underachievers

Students who do not participate in extra-curricular activities

Students who need to complete personal history questionnaire or autobiography

Students who are failing in two subjects at the end of the grading period

Students who need help in planning for their educational future at the high school level

Students who are excessively absent or tardy

Placement Service

The placement activities in the elementary school are usually confined to instructional program and extra-class placement. The youngster is placed in instructional activities where he can achieve. This may be in remedial classes, special classes or regular classes. The child is also placed in appropriate extra-class experience as a result of coordinated guidance in school.

Follow-Up Service

This service is designed to evaluate the results of the total guidance program. The follow-up activities are primarily concerned with

Research studies conerning the adequacy of guidance services in the school

The pupil's academic, personal and social adjustments

Research into these areas

The above are needed to effect changes in the special guidance programs offered by the elementary school.

Orientation Service

Orientation services are important in the elementary school's guidance program. The purpose of this service is to help youngsters become well-adjusted to the school situation. Preschool orientation services increase the possibility of successful transition from home to school. Helping the youngsters understand the school and successfully make the transition to the elementary school situation assures the presence of an effective learning situation. This service places special emphasis on early identification of pupil potential and prevention of possible problems in the school life of the youngster.

Orientation services are carried on in all grades; however, the following are special orientation services available to the youth in the elementary grades

Cooperation of kindergarten and first grade teachers in orienting the youngsters to school by touring school plant, by meeting the principal, counselor, janitor, etc.

School plant tours for youngsters going into the middle schools and the high school.

Group interviews are planned by the counselors with all new students entering school at the beginning of the school year.

Personal interviews by the counselor with new students who enter school during the school year.

Individual interviews to answer questions concerning special services of the school, rules, regulations and policies of the school.

Group Guidance

The counselor-student ratio is too great to meet the needs of all the students through an individual approach. Many guidance activities must, therefore, be conducted in group settings. When the needs of a group of youngsters are the same, it is more economical to give guidance to pupils in groups.

All students need to learn good study habits; all students need information about occupations. Group guidance involves students who perhaps would not seek individual guidance. After group guidance activities such as study habits or occupations these youngsters begin utilizing the guidance services to a better advantage.

The counselor conducts group guidance usually on the request of teachers or students. However, she sometimes asks permission to meet with a group. Many techniques are used in these activities such as role playing, showing films, using puppets, etc.

The following are some group guidance units utilized in the elementary schools.

Orientation of pupils, teachers and parents to the school.

Know myself

Getting along with others

Consideration of others

Desirable behavior

Making new friends

My interests

Thinking of myself

Work and workers orientation to the world of work

Occupational opportunities

Relationship of school subjects to future occupations

My personality

Study skills

Improving reading skills

Taking tests

Extra-class activities

Personal grooming

Good health habits

Good manners, home and family relationships

Values

SUGGESTED CALENDAR OF YEARLY ACTIVITIES

As one member of an educational team the guidance counselor in the elementary school may do the following as needed.

Become familiar with the total school program, the staff, the physical facilities and community and systemwide resources that may be helpful in meeting pupil needs.

Establish working relationships with area and school staffs, becoming aware of the unique contributions of each member to the school experience of the child. The lunchroom, teacher's lounge and other informal contacts are useful.

Provide information about the services of the guidance counselor to the staff-probably through staff meetings, mimeographed statements or face to face contacts.

Observe pupils under all possible situations--classrooms, playground, lunchrooms, art and music classes, etc.

Visit classes when acceptable to teachers--observe pupils and let them get acquainted with the guidance counselor.

Get acquainted with the school community--PTA meetings, telephone invitations, any possible way to know the people.

Coordinate the orientation of new and transfer pupils--help the child find his place in the new situation, using all relevant school personnel.

Serve as coordinator or consultant in situations requested by principal--for example, special conferences, committees, etc.

Work with test contact teachers to expedite the testing program of the school. Consider supplementary tests as needed.

Meet with groups of teachers about tests--interpretation, recording, analysis and use of cumulative folders. Make studies to find out how the testing program can be improved.

Help teachers to identify pupils with special abilities or special needs. Test data may provide pertinent information.

Help teachers plan, provide and carry out a program for children with special needs or abilties, for example, the gifted child; the child with special ability in art or music; the child with physical handicaps.

Make referrals through proper channels for children named in

numbers 11 and 12 above when advisable; for example, to the reading teacher, psychological services, etc.

Work closely with visiting teacher or social worker, especially on attendance problems.

Engage in counseling individual and small groups of pupils by self referral, teacher or principal referral, parent referral or crisis. Be available at any time for this activity.

Provide special group guidance by arrangement with classroom teacher may include discussion groups, sociometric devices, films. etc., on relevant timely topics. Encourage use of educational television program.

Develop a pool of material to use with individuals and groups. Use librarian and library resources.

Confer with physical education teacher and directors of student activities for further understanding of pupils. The playground often provides unique opportunities for information and rapport.

Confer with teachers and other specialists concerning the preparation for parent conferences.

Have frequent conferences with parents--help them understand the school and their child's developmental needs in this setting.

Consult with teachers in introducing children to the world of work through their subject matter experiences. Search for interested and knowledgeable teachers as resources for help planning these experiences. Consult with librarian to build and use the occupational file.

Become acquainted with the schools which elementary students will feed into, getting to know principal and counselors, the program of that school and during the spring quarter, provide orientation to the next school in cooperation with the counselors.

Work with principal or in-service activities to improve effectiveness of guidance services.

Establish a guidance committee with the cooperation of the principal.

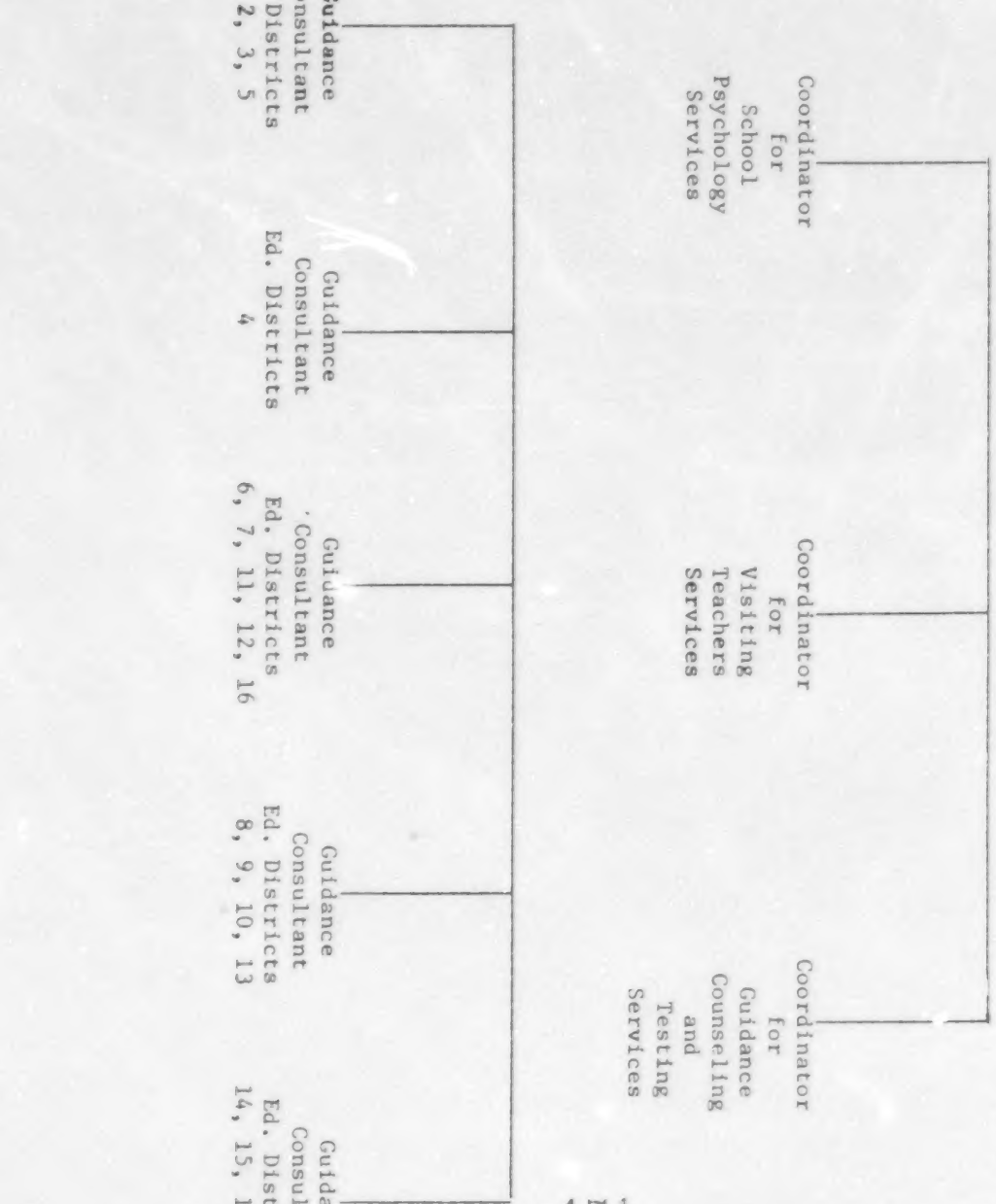
Provide assistance to children who are transferred to other schools as need arises.

Keep records necessary for effective work with pupils and parents.

Attend professional meetings for continued personal growth, especially conferences for guidance workers.

CHAPTER IX
THE GUIDANCE, COUNSELING AND TESTING SERVICE
GEORGIA DEPARTMENT OF EDUCATION

Since the inception of The Statewide Testing Program, the structure of the Guidance, Counseling and Testing Unit has changed somewhat. Please note that testing has now became a unit in inself and has been, for the most part, separated from guidance and counseling. The delineation of responsibilities is now as follows.



The director for Guidance and Counseling Services and his staff provide the following assistance to local systems.

A. Program Development
   1. Provides consultant service to local schools interested in initiating, evaluating and expanding guidance, counseling and teaching programs.

B. Guidance Materials
   1. Prepares and distributes materials for school guidance workers, including visual aids and bulletins on specific topics and techniques and bibliographies or other lists showing sources of materials or service.
   2. Provides a professional reference service to help local schools locate and secure materials and assistance related to guidance.

C. In-Service Programs
   1. Helps local schools plan in-service education programs on guidance and counseling problems and, when needed, conducts or participates in these programs for local school counselors, teachers and administrators.
   2. Cooperates with non-school agencies at the state level and encourages and assists them to do the same.

D. Professional Conferences
   1. Cooperates with other divisions of the Georgia Department of Education or projects of concern such as workshops, supervisory conferences, vocational surveys, research, curriculum development and development of criteria for counselor certification and for coordination of pupil personnel services.

E. Evaluation and Research
   1. Cooperates with the counselor-education institutions in the state in evaluation and improvement of counselor education programs.
   2. Conducts studies and surveys on a statewide basis and encourages and assists local schools in conducting research projects such as follow-up studies, surveys of pupil needs, community occupational surveys, guidance evaluation studies, use of tests for educational and vocational course selection and placement, and for identification of student abilities, aptitudes, interests and achievement.
   3. Works with local systems as a liaison for developing federally funding projects which have implication for guidance.

F. Administration of Funds
   1. Supervises the state program of financial and professional assistance to elementary and secondary schools for the strengthening of guidance, counseling and testing programs.

G. Interpretations to Professional and Lay Groups
   1. Makes presentations to service clubs, PTA groups, high school and elementary faculty and student groups.
   2. Serves on state, regional and national committees or commissions concerned with guidance counseling.

The Guidance and Counseling Unit requires each secondary school to complete the following forms each year. Since the format of these reports may change, copies of them are not included here. Questions concerning these forms should be directed to the address below.

IT-62, Number of ninth graders by sex and ability level (by quartiles) reporting post graduation plans (every four years).
IT-63, Number of seniors by sex and ability level reporting post graduation plans (every four years).
IT-65, Follow-up of previous year's graduates by sex and ability level (annually).

This form may be completed by the central office for the system rather than by the counselor.

IT-60, List of expenditures

Any school desiring assistance with any problem related to guidance and counseling should contact

Coordinator
Guidance and Counseling Services
State Office Bldg. Annex
156 Trinity Ave., S. W.
Atlanta, Ga. 30303

Since the inception of the minimum state testing program, the bulk of responsibility for coordinating activities and disseminating information on all testing, state and local, rests with the coordinator for the Statewide Testing Program. Assistance in providing information is also given by the guidance and counseling consultants which enables the guidance services to retain some consistency of operation.

The principle duties of the coordinator of the Statewide Testing Program are as follows.

Serve as a general consultant to administrators, counselors, visiting teachers, teachers, curriculum directors and other staff members concerning various aspects of testing programs.
Plan and execute, with the assistance of the coordinator of Guidance and Counseling Services, pre- and post-test workshops.
Serve as a liaison person between the test publishing company and local school personnel.
Interpret data to the general public so that the public is made more aware of the accomplishments, needs and problems of the school.
Work with the curriculum unit of the Department of Education in assessing yearly progress or lack of progress in individual schools and systems.
Serve as chairman of the State Advisory Committee on testing.
Periodically update, revise and assess the appropriateness of the Statewide Testing Program.

Develop a procedure for releasing information obtained from the State-wide Testing Program.

Plan follow-up in-service programs to encourage thorough and proper utilization of test information by individual schools and teachers.

Work with test publishers concerning the many aspects of state level involvement in the planning, coordination and administration of a State-County Testing Program.

Prepare professional test service reports for use by test coordinators, guidance personnel, teachers and supervisory and administrative personnel throughout the state.

CHAPTER X

COUNSELOR CERTIFICATION REQUIREMENTS

The three levels at which counselors can be certified in Georgia are as follows.

SC-4

Requirements for the provisional school counselor's certificate (SC-4).

The teacher's four-year professional certificate (T-4).

Fifteen (15) quarter hours of graduate courses designed for guidance and counseling in elementary secondary school. (These should be courses with guidance and counseling in their title.)

One (1) year of acceptable school experience.

SC-5

The professional school counselor's certificate (SC-5) qualifying an applicant for the position of school counselor requires the masters degree. This certificate may be issued as applicant with a masters degree with the following requirements:

Eligibility for the four-year professional teacher's certificate (T-4).

Ten (10) quarter hours in professional education applicable to the nature of the learner and psychology of learning, and/or the program and problems of the school.

Twenty-five (25) quarter hours in guidance and counseling for the elementary and secondary school counselor.

Typical Specialized Courses

Supervised Practicum
Vocational Guidance
Occupational Information
Individual Analysis
Counseling Techniques
Principles of Guidance
Organization and Administration of Guidance

Five (5) quarter hours in research

Three (3) years of acceptable school experience, which may include one (1) year of internship or other school experience. (Questions concerning

this other year of experience should be directed to the State Coordinator, Guidance, Counseling and Testing or to the Certification Division, State Department of Education.

SC-6

The general policies that govern the four- and five-year certificates also govern the six-year certificate. The pattern of courses for the six-year certificate is similar to the fifth-year certificate. Requirements for the six-year certificate include:

A professional five-year certificate in the same area as the proposed six-year certificate.

Adequate scores on the National Teacher's Examination. Standard area NTE score requirements for a six-year are as follows.

If there are additional college credits yet to be earned when the examination is taken, a candidate must achieve all three of the following score standards: combined score (Common plus Area Examination) of 1225 or higher, with weighted Common Examinations total score of 550 or higher, and Teaching Area Examination score of 625 or higher.

If all required college work is completed before achieving the required scores, a candidate otherwise eligible must achieve all three of the following NTE scores: combined score (Common plus Area Examination) of 1250 or higher, with weighted Common Examination total score of 550 or higher, and teaching Examination score of 625 or higher.

Applicants who are unable to complete the standard area and the Common section of the NTE because there is no area examination in their field, shall be able to meet one of the following requirements.

When advanced area of GRE is available, verify having made (a) a score of 550 or higher on the Commons Section of the NTE with (b) a combined score of 1125 or higher on the advanced area GRE or when no advanced area of Graduate Record Examination is available, verify having made one of the following score standards:

For a Six-Year Certificate, two years of approved graduate study and one of the following specified scores on the National Teacher Examinations are required.

If there are additional college credits yet to be earned when the examination is taken, a candidate must achieve all three of the following score standards: combined score (common, plus nearest related Area Examination; for example, Driver Education, Health and Physical Education; Distributive Education, Business Education or Economics) of 1225 or higher with weighed Common Examination total score of 550 or higher, and Teaching Area Examination score of 625 or higher.

If all required college work is completed before achieving the required scores, a candidate otherwise eligible must achieve all three of the following NTE scores: combined score (common, plus nearest related Area Examination; for example Driver Education, Health and Physical Education: Distributive Education, Business Education or Economics) or 1250 or higher, with weighted Common Examination total score of 550 or higher, and Teaching Area Examination score of 625 or higher.

CHAPTER XI

PROFESSIONAL ORGANIZATIONS

Organizations exist at the national, state and local levels for the purpose of furthering professional growth and responsibility by developing leadership in the professional, preparing professional publications uniting personnel for a common purpose and by working to improve Georgia schools through sound legislative programs, among others. Since most of these require dues and are numerous, it may be wise for the counselor to join the organization(s) which he can support well, monetarily and professionally. The organizations which may be of assistance to counselors and to which a counselor may contribute are the following.

American Personnel and Guidance Association (APGA)

Georgia Personnel and Guidance Association (GPGA)

Georgia School Counselor's Association (GSCA)

National Education Association (NEA)

Georgia Association of Educators (GAE)

Most of the organizations exist at county or district levels.

CHAPTER XII

RECOMMENDED RESOURCE MATERIALS

(See the list of resources at end of Chapter VII)

Selected References

Since mary publications are dated almost as soon as they are published, no attempt has been made to list resources in great numbers. Those listed here are recommended for a minimum guidance program.

Guidance for Georgia Schools Series - Hitchcock - Available from Guidance, Counseling and Testing Unit, Georgia Department of Education.

Guidance Handbook for Parents
The Principal and the Guidance Program
Selection and Use of Standardized Tests
Student Analysis Service
Organized Guidance Programs
The Orientation Service
Guidance: Functions and Service
The Follow-Up Service
The Placement Service
In-Service Education in Guidance for Schools

Handbook for Counselors in Georgia Schools - Available from Guidance, Counseling and Testing Unit, Georgia Department of Education.

Guidance Handbook for Local School System

School Handbook for Students

American Universities and Colleges, Washington, D. C., American Council on Education

American Junior Colleges, Washington, D. C. American Council on Education

The College Blue Book, Box 311, Yonkers, N. Y.

Directory: A Guide to Colleges, Vocational-Technical and Diploma Schools of Nursing - Georgia Educational Improvement Council, Atlanta

File of College Catalogues

Dictionary of Occupation Titles, U. S. Department of Labor

Occupational Outlook Quarterly, U. S. Department of Labor

The College Handbook, College Entrance Examination Board, New York: 1969

Lovejoy's Scholarship Guide, Simon and Schuster, New York

Guidance Monograph Series, Houghton-Mifflin Company

I. Organization and Administration
II. Counseling
III. Testing
IV. Career Information and Development

Facing Facts

--About the Two-Year College
--About Your College Career
--About College Admissions
--Career Opportunity for the High School Graduate
--About Choosing Your Life's Work--Prudential Insurance Company of America, Box 36, Public Relations Department, Newark, N.J. 07101

Guidance, Counseling and Testing

Filmstrips and Materials

Listed below are the titles and publishers of filmstrips which may be requested from the Guidance, Counseling and Testing Unit of the State Department of Education. Please request the filmstrips by title and publisher.

GUIDANCE ASSOCIATES

The following filmstrips have accompanying record albums.

Adolescent Experiences

Beginning to Date
Belonging to a Group
Dare to Be Different
Dealing with Anger
Dealing with Group Pressure
Developing Values
Dropping Out: Road to Nowhere
Everything But . . .
Exploring Your Feelings
How to Succeed in High School by Trying
Hung Up on Homework?
Interpersonal Relationships
Listen--There Are Sounds Around You (Elementary)
Look About You (Elementary)
Measuring the Metric Way
Places to Go
Shaping Identity
So You Want to Use Credit
Testing: Its Place in Education Today
The Classroom Revolution
The Tuned Out Generation
Who Are You?
Your First Year in High School
Your Personality: The You Others Know

Career Awareness Fieldstrip Series

Off We Go to the Auto Proving Ground
Off We Go to the Aquaruim
Off We Go to the Bike Factory
Off We Go to a House Built in a Hurry
Off We Go to the Orange Grove
Off We Go to the Poster Printer

Career Discoveries Series

People We Know
People Who Create Art
People Who Help Others
People Who Influence Others
People Who Make Things
People Who Organize Facts
People Who Work in Science

College Orientation

An Overview of Technical Education
Choosing a College
College? It's Up to You
Collegiate Education for Business - Babson
Getting Into College if You're an Average Student
How To Read a College Catalog
I Wish I'd Known That Before I Went to College
If You're Not Going to College
Selecting Your Second Choice College
Should You Go to College?
The College Dropout (six out of every 10)
The Collegiate Nursing Program
The Cooperative Way to a College Education
The Liberal Arts College
The Second Time Around--Who Should Transfer, When and Why
The Urban University
West Point
What To Expect at College
When You Visit a College
Which College for You
Who Should Go to a Community College
You and Your College Entrance Examinations (Revised)
You're More than a Score - The American College Testing Program

Drug Information

LSD: The Acid World
Marijuana: What Can You Believe?
Narcotics
Psychedelics
Sedatives
Stimulants
The Drug Threat: Your Community's Response
The Effective Teacher: Drug Education
Tobacco and Alcohol: The $50,000 Habit

Social Studies/Guidance

The Alienated Generation
The Exploited Generation
What Happens Between People
Who Do You Think You Are?
You and the Law

Values

High School Course Selection and Your Career
I Never Looked at It that Way Before
Setting Goals
Somebody's Cheating

Job Attitudes

A Job that Goes Someplace
A New Horizon: Careers in School and Food Service
A New Look at Home Economics Careers
An Education in Engineering and Applied Science
Babysitting Part I: The Job Part 2: The Kids
Engineering Technology
Getting and Keeping Your First Job
Jobs for High School Students
Liking Your Job and Your Life
Nursing
Preparing for The World of Work
The Paycheck Puzzle
The Role of the Counselor in the Secondary School
What You Should Know Before You Go to Work
Where Career Opportunities Are Bright
Your First Week on the Job
Your Future in Elementary School Teaching
Your Future in Nursing
Your Job Interview

Sex Education

Love and Marriage
Masculinity and Femininity
Sex: A Moral Dilemma for Teenagers
Sex Education U.S.A.
Sexual Values in Society
The Effective Teacher: Family Life and Sex Education
Venereal Disease: A Present Danger

EYE GATE FILMSTRIPS (elementary)

(Complete with records and filmstrips)

It's Your Future
Little Things Count
Oaktree
We're Growing Up

(filmstrip only)

All of Us Together
Andy Walks the Dog
Billy the Bully
Different May Be Nice
Freddy Forgot
Greedy Grace
Penny and Mary
Sarah Is Shy
The Red and Blue Top

TAPES

Encountertapes for Vocational Education Groups - Human Development Institute, Inc.

Encountertapes for Personal Growth Groups - Human Development Institute, Inc.

Career Development Laboratory (reels) - Educational Progress Corp.

Valuing: A Discussion Guide for Personal Decision Making - Dr. David S. Abbey - Human Development Institute, Inc.

Coping With Tensions and Anxieties (Cassettes) - By Dr. Arnold A. Lazarus - Instructional Dynamics, Inc.

Mental Health Series (Cassettes) - Dr. Carl Rogers - Instructional Dynamics, Inc.